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AUTHOR	Rawson, Wilbur
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ABSTRACT

The final report, covering the time period from January 1, 1971 to June 30, 1973, summarizes an exemplary program to introduce career education into three Kansas project sites: Kansas City, Clay Center, and Lawrence, which are representative of the schools in the State. Individual reports from the project sites and from the cooperating State university are included. Goals and objectives, procedures, results and accomplishments, and an internal evaluation are detailed. Recommendations concern funding, teacher training, curriculum revision, job entry training, counseling, provisions for added evaluative devices, and added dissemination of career education to students, parents, and community. (MU)

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An Exemplary Program in Occupational Education in Typical Kansas Rural, Rural-Urban and Urban Settings.
Conducted at Kansas City, Lawrence, and Clay Center

Conducted Under
Part D of P. L. 90-576

The project reported herein was performed pursuant to a grant from the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Wilbur Rawson
Division of Vocational Education
State Department of Education
120 East 10th Street
Topeka, Kansas 66612

In cooperation with

Dr. Bertram Caruthers, 625 Minnesota, Kansas City, Ks. 66101
Mr. J. Lester Hooper, U. S. D. #379, Clay Center, Ks. 67432
Mr. Ernest Coleman, U. S. D. #497, Lawrence, Ks. 66044
Dr. Robert Meisner, KSU, Manhattan, Ks. 66506

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July 1, 1970 to June 3, 1973

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Introduction

The Part D Discretionary Vocational Funds allocated to Kansas in 1970 were combined with the State share of Part D monies to produce Exemplary Career Education Programs in three school systems to represent large, medium sized, and small schools in the State. Approximately one-third of the students in Kansas attend schools in cities similar to Kansas City, one-third attend schools similar to Lawrence, and one-third attend schools in rural settings similar to those in Clay Center. This project included under contract the services of Kansas State University to provide inservice training for teachers in the three schools involved in the exemplary program. The total project was coordinated, directed, and managed through the State Department of Education, Division of Vocational Education.

This final report will include individual reports from each of the project sites, as well as one from the cooperating State University.

This state-operated, exemplary project has had a significant impact on certain attitudes and happenings within the State Department of Education, as well as in many schools in the State. The following events and activities are a direct result of this exemplary project, but are by no means exhaustive:

(a) The development and adoption by the State Board of Education of a position paper on Career Education.

(b) The development of a Kansas Guide for Developmental Career Education.

(c) The appointment of a coordinator for Career Education in the State Department of Education.

(d) The designing of a model for in-service training of teachers in Career Education.

(e) The development of an administrator's manual for installing Career Education in local schools.

(f) The identification of a Career Education Task Force for the State Department of Education.

(g) The coordination of activities of a Governor's Committee for Career Education.

General budget information on the operation of this project is as follows:

CENTER	FY 1971		FY 1972		FY 1973	
	State	Federal	State	Federal	State	Federal
Kansas City	19,600	32,900	46,500	55,000	30,260	57,740
Lawrence	32,783	46,203	34,000	40,622	24,000	38,000
Clay Center	14,198	13,212	19,600	25,000	15,000	23,000
Manhattan, KSU	15,062	14,429	11,600	18,000	17,000	13,000
TOTAL	$81,643	$106,744	$111,700	$138,622	$86,260	$131,740

A detailed budget for each project site is included in the final report for that site.

Acknowledgements

A number of individuals and groups of individuals have contributed their talents and time to this exemplary project. To acknowledge each would be a formidable task. In a large measure, it has been the thoughtfulness and encouragement from the administrators and teachers in the three schools along with allied community personnel that has provided the basis for success in this project. The expertise and advice received from the Adult and Occupational Education staff at Kansas State University contributed greatly to the success of this project. The involvement of numerous State Department of Education staff members has provided the emphasis necessary to carry the Career Education concept to all parts of the State.

Throughout the three-year operation of this project there were numerous persons outside of the education spectrum who provided advice as well as materials to assist in meeting the objectives set forth in Career Education. It has been this total effort of these many people that created the success for this Exemplary Career Education Program.

SECTION I

U. S. D. #500 Kansas City, Kansas

Component Report

Project Director: Dr. Bertram Caruthers
C.S. Anderson, Media Specialist
Lois Crabtree, Program Specialist
Rathel Housewirth, Program Specialist
Jack Gipson, Program Specialist
James Tinsley, Program Specialist
Wanda Withers, Secretary

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Summary of the Final Report
U. S. D. #500 Vocational Education Exemplary Project
Component K-12

a). Time period covered by the report:

From: January 1, 1971 To: June 30, 1973

b). Goals and Objectives:

Goals and objectives of the "K-12" urban component:

1. To develop adequate procedures that can be used by other school districts when initiating and implementing a program of career education.
2. To provide broad occupational orientation at both the elementary and secondary school levels in order to increase student awareness of the range of options open to them in the world of work.
3. To provide exploratory experiences to assist students in assessing their needs, interests, and aptitudes so that they can make a more realistic choice of an initial occupation.
4. To provide students with no knowledge of the world of work to be basically trained in some entry level skill prior to and/or after graduation.
5. To develop resource guides and instructional aids for use in initiating and implementing career education concepts in each subject matter area of the curriculum.
6. To provide pre- and in-service training in career education for all teachers, counselors, nurses and administrators in the district.
7. To provide occupational guidance and counseling for secondary students.
8. To create bridges between the school and community by involving citizens in the development of career education information.

9. To provide a means to interest potential dropouts in remaining in school and acquiring a saleable skill.

10. To develop a sound system of communication of career education concepts and activities that are occurring in the schools to the entire community.

11. To prepare materials, including plans for initiating and implementing a career education program to be disseminated to other school districts.

12. To develop instruments for continual evaluation of the project.

c). Procedures followed:

Within the context of the general objectives of the program the following sequence of activities were followed:

Two elementary and two secondary specialists, a media specialist and a secretary were acquired. In-service workshops were planned and subsequently initiated and implemented. An advisory board was selected. Notices of the general program of career education were sent to the schools for staff participation after articles appeared in the newspapers concerning the fact that Unified School District #500 had been selected by the Kansas State Department of Vocational Education and the U. S. Office of Education to participate in an exemplary program. Media materials were acquired for use by teachers in their classrooms. Information guides on occupational and/or career awareness and orientation were developed. Teachers were sent to Kansas State College of Pittsburg and Wichita University to receive training in the Industrial Arts Curriculum project. Counselors were sent to Wichita University for training in occupational and vocational information and guidance. Resource persons from the community were involved in the total program. Special programs for the under-achievers and potential dropouts were designed and initiated. Initial evaluation forms were developed to determine the degrees of progress in each facet of the program. Plans are now under way to develop employment potential of each individual and to provide training in the secondary and vocational technical schools in areas where employment opportunities exist.

Plans have been reasonably concluded whereby the program will be continued as an integral part of the Department of Instruction and Curriculum of U. S. D. #500.

d). Results and accomplishments:

The Unified School District #500 component has achieved most of its objectives with the assistance and the cooperation of the other Kansas Exemplary Program personnel, the State Department of Education, Division of Vocational Education, the Advisory Board, the business, industrial leaders, parents, every news media in the metropolitan area, and finally the total central office staff, principals, teachers, counselors and nurses of the district.

Objective 1: Adequate procedures were developed to be used as a guide to those districts wishing to initiate and implement a career education program through a cooperative effort with the Kansas State Department of Education. These are available for dissemination.

Objective 2: Through this project career information guides were developed as well as a system for utilizing resource speakers.

Objective 3: Exploratory courses in industrial arts and health were initiated.

Objective 4: Through this program block assignments of students to courses at the Area Vocational Technical School were initiated as well as the beginning of new cooperative and distributive education programs.

Objective 5: Resource guides have been developed and disseminated to each building in the district. Instructional aids will be edited and printed and will be available for dissemination in the Fall of 1973. (K-6)

Objective 6: Pre- and in-service training have been made available through Kansas State University, Wichita University, and Kansas State College for over 40% of the administrators, counselors, teachers and nurses in the district.

Objective 7: Secondary counselors participated in workshops in career education and occupational information at Wichita University and the Kansas City Area Vocational Technical School.

Objective 8: Parents, business, industrial and labor personnel have visited our schools as resource persons and just visitors to learn "first hand" about the career education program.

Objective 9: A special program for potential dropouts has been initiated and implemented at the Kansas City Area Vocational Technical School.

Objective 10: Through this program all radio and TV stations and local newspapers in the area, as well as newsletters, were involved in an extensive career education information dissemination scheme.

Objective 11: A guide for initiating and implementing a career education program has been developed through the Kansas State Department of Education.

Objective 12: Forms have been prepared for evaluating materials used. Resource speakers, tours, teacher attitudes, pupil attitudes, parental attitudes, and statistical results are available.

Additional Results and Accomplishments:

The staff has presented the Career Education Program of U. S. D. #500 to institutions within and without the State of Kansas. Among those outside of the State, the following are cited: Sam Houston State College; Grambling College; Houston, Texas School District; Northeastern Oklahoma University; Denver, Colorado Consortium; State Superintendents Association of Colorado Annual Meeting; Nebraska State Teachers Association Annual Meeting; Central State College of Missouri; University of Missouri at Kansas City; Four State Regional Meeting in Kansas City; and the Annual Meeting of the Bureau of Elementary and Secondary Education in Washington, D. C.

e). Evaluation:

Sophisticated evaluative devices were not available; however, the following information was obtained:

1). A study, "The Relationship of Career Education Teacher In-service Preparation to Vocational Development of Sixth Grade School Children" was conducted by Dr. David K. Clapsaddle.

2). A continuing descriptive evaluation of a statistical nature was conducted on participation of teachers, pupils, administrators, resource speakers, etc.

3). Survey evaluations were conducted to determine attitudes of parents, resource speakers, advisory board members, and community agency participants concerning the career education program.

4). Questionnaire results on career activities at a junior high school are recorded for future plans.

5). A student career interest survey was conducted for grades 9-12.

6). A follow-up study was made on the effect of a summer exploratory program for potential dropouts related to their continuance in school.

f). Conclusions and Recommendations:

Career Education is being accepted as an integral part of the district philosophy.

Community leaders overwhelmingly accept the concept and have supported it.

Cooperation of the Area Vocational Technical School, the Kansas City, Kansas Community Junior College, and the Department of Labor is excellent.

Students have begun to change attitudes about themselves and their potential careers.

The number of participants - teachers, administrators, counselors, nurses, librarians - has increased each semester.

Plans have been made to continue the program without Federal and State funds.

Pre- and in-service training of teachers has been continuous since the initiation of the program.

The support of all news media has been excellent.

It is recommended that in-service training of teachers be continued until total staff has participated.

Curriculum revision should begin and be continuous until every subject matter area has career education objectives and activities.

Continued efforts should be made to aid teachers in initiating and implementing career education concepts.

Basic job entry level training should be provided for each student beginning in the tenth grade.

Counselors should assume more responsibility for advising, placing, and following-up students as they leave or graduate from high school.

A sophisticated battery of evaluative devices should be developed to more accurately measure the effect of the career education program and to indicate areas of weakness and strengths of the program.

More information on career education should be disseminated to students, teachers and community citizens.

Part A

Problem area toward which the Vocational Education Exemplary Component was directed:

While schools are preparing students in the academic areas and are readying them for entrance to college, a very small percent of the total enrollment of pupils is being prepared for the actual role that they will play in the world of work.

The lack of occupational information in the elementary schools and the lack of vocational guidance and counseling in the secondary schools have resulted in many students dropping out of school and/or finishing high school with no marketable skill or knowledge concerning opportunities for them in the world of work. This was evidence of the need to improve vocational guidance in the secondary schools and the need to provide occupational information to pupils beginning in the elementary schools.

The city of Kansas City, Kansas is located in the northeast area of the State with a population of 172,000. There are approximately 34,000 pupils enrolled in the public schools and 4,000 in the non-public schools. Of the total population of the city, minority groups comprise about 28%. This group together with a large segment of the majority population have had little or no way to learn about the range of opportunities available to them in the world of work either through observation and direct contact or through programs that provide occupational information beginning in the elementary schools. Teachers and guidance personnel knowledgeable in occupational education are woefully lacking.

According to the Kansas City Area I Comprehensive Manpower Plan, Fiscal year 1971, Part D, the standard target population is 21,500. Of this total, 1900 are disadvantaged, unemployed; 9550 are disadvantaged, underutilized; and 10,100 belong to other groups, i.e. underutilized, unstable employment (jobs are adversely affected by technological change and individuals in need of skill training for upgrading), students requiring manpower services during the school term and also during the summer. The majority of this group comprises citizens who were unable to acquire the necessary information, guidance and training before they made an effort to join the work force in the community or any other community into which they may go.

At a time of national population growth, the State of Kansas and Kansas City, Kansas itself has been stationary in population. Therefore, it was highly imperative that finances, training of staff in occupational education, and early and continued guidance services be provided so that the number of unemployed does not increase. Teachers and counselors had not been exposed to vocational guidance concepts, therefore, a training program for such personnel was provided with the necessary information and skill to utilize vocational guidance materials in the curriculum.

An overwhelming majority of elementary school children did not have the availability of guidance personnel and consultative services in the vocational field. The absence of this kind of personnel resulted in a lack of adequate vocational information and material for this large group of Kansas City, Kansas students. Consequently, too many young people have made educational decisions without very much vocational information to aid them. Therefore, their goals have been difficult to achieve.

Approximately 15 percent of the total school population in Kansas City, Kansas is classified as being eligible for Title I benefits according to federal guidelines,not to mention a large segment not identified. These educationally and culturally deprived youth are of major concern to educators in the district. It is felt that by encouraging participation in vocational education more of these young people would have vocational aspirations. The attainment of these aspirations would serve as a partial solution to many of their problems and would result in upgrading them economically and give them a better concept of self and self-reliance.

Some vital statistics related to occupational education and guidance in Kansas City, Kansas Public Schools seems pertinent enough to be mentioned:

1. The pupil-counselor ratio in secondary schools (7-12) is 420 to 1.

2. The pupil-counselor ratio in the elementary schools (k-6) is 1820 to 1.

3. There was a lack of a philosophy that would emphasize vocational training in the schools beginning at the elementary level.

4. Occupational guidance in the elementary schools was nonexistent at the time that the program was initiated.

5. The availability and dissemination of occupational information has been adequate.

6. Information to counselors on the world of work and labor and wage laws has been negligible.

7. Counselors were in need of training for a working knowledge of the world of work.

8. A knowledge of programs carried on in agencies related to vocational guidance was unknown to other agencies who should be aware of these programs.

9. There was need for structuring a program to provide better placement and follow-up.

10. Counselors were requesting more formal course work and on-the-job experience related to vocational counseling.

11. Current and more meaningful information on occupational opportunities was imperative.

12. Administrators and counselors partially attributed the dropout problem to the lack of vocational information and guidance.

This project contributed to creating bridges between school and earning a living by developing a comprehensive career orientation and development program beginning at the elementary level and continuing through and after high school. Pilot programs utilizing a cooperative experience for students between the school and on-the-job activities were started through the Neighborhood Youth Corps In-School program (summer also) and through distributive education. Another bridge was the increased effort to directly involve school guidance personnel in job placement of students while they are in school and upon their graduation. Potential dropouts will be counseled according to their aspirations, specific interests and aptitudes.

As the program developed, it was evident that:

1. Experiences could be provided to assist students in assessing their needs, interests, and aptitudes.

2. Students could become aware of the total range of occupations that exist in this area thereby allowing them to make more realistic choices as per their interests and aptitudes.

3. Students could recognize personal satisfactions and the economic values of the different forms of work.

4. Students could be able to understand alternate choices that are available as related to their interests, aptitudes and aspirations.

5. Knowledge was gained concerning opportunities available outside of this immediate area including vast opportunities in state and federal agencies.

6. Job entry skills through intensive training programs was started.

Cooperation between public education and manpower agencies was enhanced. A close working relationship was established between this project and the Kansas State Employment Service. The project director is chairman of the Mayor's Committee on Student Work (SWAP), is a member of Cooperative Area Manpower planning System, and a member of the Community Service and Continuing Education, the Master Planning Commission Manpower Advisory Committee for the State of Kansas. Lines of communication are already open to acquire employment services to high school students. These services and information on these services were incorporated into the vocational guidance program. The project director is also a member of the greater Kansas City Advisory Board of the National Alliance of Business through which contacts with local business and community agencies were included in the project.

All agencies were contacted by the project director and the program specialists to engage them in workshops for counselors and administrators. Dropouts were referred to the out-of-school Neighborhood Youth Corps program, Manpower Development Training Center (MDTA), Area Vocational Technical School and the Kansas State Employment Service to mention some of the agencies. Follow-up services will begin to be an integral part of the project.

Also available will be the projected analysis of labor needs. This information was disseminated to the schools and various agencies.

Through the Kansas State Division of Vocational Education a training course for counselors, teachers and administrators was conducted by the Continuing Education Department of Kansas State University at Manhattan. The General Aptitude Test Battery was interpreted to counselors as an integral part of their training. The use of employment services specialists was employed with the result being the stimulation of new interest in vocational education among students. By increasing vocational guidance beginning in the elementary school and by providing this same service to secondary and post secondary students occupational aspirations should be more realistic and they will be able to make more meaningful and appropriate vocational decisions.

Programs throughout the country are now functioning to provide occupational information to school-age youth. These programs are evidence that communities and schools are recognizing the need for more effective materials for counselors, teachers, and administrative personnel beginning at the elementary level. There is general agreement among psychologists, sociologists, and educators that in order to obtain behavioral objectives suggested in this type of program pupils need up-to-date and meaningful occupational information.

Students who are proponents of the theories of learning that relate to early childhood support the premise that success experiences and the realities of the adult society can be grasped and internalized by even very young children if these concepts are placed in a language system and an experiential framework which is geared to their level of understanding.

There was need for the development of certain personal characteristics which are necessary in career development. This project recognized the need for purposeful sequential development rather than development on a chance basis. Children were exposed to career-oriented activities as they were integrated into the curriculum.It was necessary that schools recognize the need to overcome present conditions of occupational illiteracy, non-employability and lack of goal directedness. Therefore a broader perception of the many types and degrees of abilities necessary to the world of work was initiated. Beginning in the elementary school, efforts were made to identify and facilitate positive strengths and abilities which represents the best chance for future career success for each individual. It was highly important that individual needs as related to the labor market be one of the main objectives of this career development project.

A review of research concerning new approaches to occupational education as sources of information that will be used in formulating the objectives and structure of this program are as follows:

1. The plan to begin this program at the elementary level using program specialists as prime movers in the development of career-oriented activities is supported by the following research at our disposal:

    a. Career Development Activities, Grades 5, 6, 7. Abington School District, Pennsylvania, 1968 (ED 022 219 MF-76 HC-7. 40 146 P)
    Curriculum materials for use in the vocational guidance of students in grades 5, 6, and 7 are presented. Learning activities are utilized in the classroom to show students the processes through which vocational decisions are made.

    b. Altman, J. W. What Kinds of Occupational Information Do Students Need, 1966 (ED 018 580 MF HC-. 65 11 pages)
    A proposed comprehensive structure for needed occupational information based on a continuum which reaches backward in time from a skilled worker on the job toward the cradle.

    c. Bugg, C. A. Implications of some major theories of career choices for Elementary School Guidance Programs. Elementary School Guidance & Counseling, 1969 3 (3), 164-173
    Examines the main points of seven theories of career choice and suggests kinds of guidance services to be provided based on each theory.

    d. Jeffries, D. The Needs of Inner City Children for Career Guidance. Elementary School Guidance and Counseling, 1968, 2 (4) 268-275
    The inner-city child lives in an environment which creates a low concept, thus lowering his

level of aspiration and career development and perpetuating his self-defeating mode of living. Schools must assist in career development to break this circle.

e. Whitfield, E. A. Vocational Guidance in the Elementary school: Integration or Fragmentation? The School Counselor, 1968, 16 (2), 90-93

   To provide integrated vocational guidance in the elementary school will require the elementary school counselor have not only a thorough knowledge of vocational and child development theories, but also an understanding of the elementary school curriculum and its relation to the theories of career choice.

2. Students will need a wide range of activities which offer ways of self-testing and achieving identity as related to his self-concept to various occupational role expectations.

   a. Agan, R. J. et. al. - The Development and Demonstration of a Coordinated and Integrated Program of Occupational Information Selection, and Preparation in a secondary school. Final Report BR-5-0027, Kansas State University, Manhattan, 1968. (ED 022-962 MF-1. 75 HC-20. 95 417 p)

      These instructional materials are for teacher use in conducting interdisciplinary occupational education courses for high school juniors and seniors.

   b. Darcy, R. L. An Experimental Junior High School Course in Occupational Opportunities and Labor Market Processes. Final Report BR-5-1203. Ohio State University, Athens, 1968 (ED 022 056 MF-2. 25 HC-30, 69 611p)

      An experimental project initiated to provide schools with instructional materials, evaluation instruments and a realistic classroom educational program for bridging the gap between school and work.

3. The types of research alluded to suggest means of bringing a child into contact with a variety of workers on the job through classroom and extra classroom activities.

   a. Leonard, G. E. Developmental Career Guidance in

Action, The First Year. Wayne State University, Detroit (ED 013 465 MF-.75 HC-8.00 115p)

The project sought to (1) broaden and raise the educational-occupational levels of aspiration of a slected group of Detroit inner-city public school students, (2) develop a pilot program to better meet their needs through emphasis on developmental educational-occupational career guidance in grades one through twelve, and (3) to involve the staff of the participating schools in the program through cooperative planning and development.

b. Krumboltz, J. D. Vocational Problem - Solving Experiences for Stimulating Career Exploration and Interest. Final Report. BR-5-0070 Stanford University, California, 1967. (ED 015 517 MF-2.25 HC-30.20 602p)

To motivate interest in career exploration, five sets of job simulation materials were developed and tested for accounting, x-ray technology, medical laboratory technology, sales and banking.

4. There is need for occupational orientation models for teachers of children in the inner-city.

a. Occupational Education Program Image of The World of Work, Description and Analysis of Teacher Orientation Activities (August 1968). Rocky Mountain Educational Lab., Inc., Greeley, Colo. 1969 (ED 029-993 MF.50 HC-4.65 91p)

A project conducted to determine the relationship between changes in attitudes toward work of seventh grade pupils and specified instructional practices of their social studies of Language Arts teachers.

5. Parents are a vital cog in giving information on occupational aspirations to their children.

a. Weals, Robert and Johnson, Edward. Doubled and Vulnerable: A Socio-drama on Vocational Decision Making. Vocational Guidance Quarterly, 1969. 17 (3) 198-205

An example of a socio-drama which counselors may use to stimulate group discussion on decision-making is presented.

6. A Continuous pre- and in-service workshop for counselors will be an integral part of this project.

    a. Whitfield, Edwin A. & Hoover, Richard. Regional Center for Collection, Synthesis, and Dissemination of Career Information For Use By Schools of San Deigo County. BR-6-1620, San Diego County Dept. of Education California, 1967. (ED 015 513 MF-.75 HC-8.25 163p)

        Activities of the Career Information Center during the 1966-67 year have shown that (1) a summer workshop for counselors which provides instruction in vocational guidance and experience in entry level occupations is valuable, (2) positive community reaction to the View Project and to a summer workshop exists, and (3) vocational training provided by the junior colleges is perceived by the students as necessary and valuable in their chosen career.

7. Plans to involve community members not only to become knowledgeable about the program should have positive effect on the success of the program.

    a. Mullen, Margaret J. A Volunteer Program In Vocational Information and Career Guidance for Secondary Schools, A Handbook. Sequoia Union High School District, Redwood City, California, 1968. (ED 024 809 MF.75 HC-7.40 146p)

        Presented as a record of volunteer activities, this handbook is intended for the use of school administrators, teachers, and/or counselors who may wish to use volunteers in a school-community, career-guidance program.

8. Students from the inner city and pupils residing outside of the inner city who are disadvantaged tend to see their range of occupational choices as being highly restricted. Special vocational experiences should help these pupils to widen and upgrade their vocational aspirations.

    See 3 b. - Krumboltz, J. D.

9. Plans in the project include the development of multi-media materials on occupational information. A multi-media

expert will be secured to work with program specialists in developing these materials which will be available through a center for Occupational Information.

a. Martin, A. M. A Multi-media Approach to Communicating Occupational Information to Non-College Youth. Interim Technical Report. BR-5-0162 Pittsburg University, Pennsylvania, 1967 ED 017 005 MF-1.00 HC-13.10 260p)

This project's primary concern has been the design of new types of guidance materials and new instructional approaches centering upon educational-vocational aspirations, particularly the non-college bound and culturally disadvantaged.

10. According to the plans in the proposal intensive training and cooperative education in job entry skills, teaching students decision-making skills, and the involvement of counselors in the placement process have high priority. The following research is available for study and implementation.

a. ERIC Information Series, Analysis Paper No. 1, November, 1969

"Skill training programs have resulted in a reduction in unemployment of graduates. Even dropouts from these programs appear to have undergone some improvement in work-seeking behavior."

b. Gelatt, H. B., A Decision Making Approach to Guidance, NASSP Bulletin, 1968, 52(324, 88-98

Decision-making, as guidance program and training guidance counselors, is presented.

c. Circle, D. F., The Career Information Service, A Guide to its Development & Use, Newton Public Schools, Massachusetts, 1968. (ED 021 300: MF-1.75 HC-20.90, 416p)

The task of producing model occupational education programs will of necessity involve an all encompassing knowledge of varied personnel. Because of the lack of information and experience in occupational education, this program will include elementary, junior high, and senior high school students, teachers, counselors, administrators, parents, and representatives of business and labor. It is the intent of the program to eventually encompass the entire state. All agencies will be involved in the development of career orientation and opportunities within the schools. Since it is beginning in the elementary school, children will get information and experience that should enable them to make realistic decisions concerning their life's occupation whether it be academic or vocational education or whether it be a choice to immediately enter the world of work.

Part B

Objectives:

1. To provide for broad occupational orientation at the elementary and secondary school levels so as to increase student awareness of the range of options to them in the world of work.

   a. Grades 3-6

      1. To develop positive attitudes toward the world of work.
      2. To develop an awareness of adults as working people through observational experiences.
      3. To present occupational information about work opportunities and the necessary preparation for work.
      4. To develop varied interests that will allow for wider choice of vocations.
      5. To develop a positive self-concept related to self-fulfillment in a vocation.
      6. To have opportunities to express goals and aspirations and the ability to make wise vocational choices and decisions.
      7. To provide specific observational experiences about the world of work.

   b. Grades 7-9

      1. To develop informational materials that will be useful in creating an awareness of occupational and educational opportunities in the community.
      2. To present information that will assist pupils to make long range vocational plans.
      3. To develop the attitude that work is dignified.
      4. To help students to evaluate themselves relative to their job aspirations, interests, and aptitudes.
      5. To aid students to choose curricular offerings relative to their needs.
      6. To provide an opportunity for students to explore occupational clusters to verify interests and aptitudes.

   c. Grades 10-12

      1. To acquaint students with the changing demands relative to the world of work.

2. To provide experiences that will allow students to understand the need for continued education and training in various career areas.
3. To develop positive attitudes so necessary for the employee and his employer.
4. To provide necessary training in how to apply for employment.
5. To provide students with exploratory work experiences through part-time jobs in industry, business, and the professions.
6. To provide opportunities for students to appreciate skills and abilities needed in various occupations.
7. To provide inner-city students with the information and experiences to allow them to choose vocations from a cluster of occupations.

2. To provide for work experience, cooperative education and similar programs, making possible a wide variety of offerings in many occupational areas. Specific objectives include:

   a. To provide specific training in an occupation through cooperative or AVTS programs.

   b. To identify and utilize vocational resource persons to orient pupils to the world of work.

   c. To use business, industry, labor and the federal family as cooperative training and observational training stations.

3. To provide for students not previously enrolled in vocational programs to receive specific training in job entry skills just prior to the time that they leave school. Specific objectives include:

   a. To make intensive training of short or long duration for students who have just finished high school or for potential dropouts, many of whom would not have received vocational education before.

   b. To provide training in a variety of occupations including the areas of trade and industry, (auto-mechanics, auto body, printing, appliance repair, radio-TV repair, welding, machine shop, electronics, & cosmetology), health occupations, office education, drafting , data processing, etc.

4. To provide occupational guidance and counseling during the last years of school and assist in initial placement of students at the completion of their courses. Specific objectives:
    a. To assist students in their final decisions concerning career choices.
    b. To assist students in initial job placement.
    c. To assist dropouts in placement in training programs to obtain job entry skills.
5. To upgrade teaching staff, counseling procedures and elementary and secondary curriculums.
    a. To provide teachers and counselors with information on occupational education so that vocational guidance can become a part of the course offerings.
    b. To provide program specialists in occupational education to serve and inform teachers, counselors, administrators and parents about vocational guidance programs.
6. To inform the citizens of Kansas through this exemplary program and the State Vocational Education Department of the vocational education needs of all students.

Part C

General Design of the Vocational Education Exemplary Component

Within the context of the previously described basic problem, description and objectives, the following sequence of activities constituted the general design of this project.

It was first necessary to acquire the four vocational program specialists and the secretarial help that was needed. The initial responsibility of the project director and the program specialists was to develop orientation approaches to begin to acquire occupational information for the elementary and secondary counselors, administrators, and teachers to be involved in the project. The development of occupational orientation guidelines were developed through workshop activities under the direction of the Department of Vocational Education at Kansas State University at Manhattan, the Exemplary Program Supervisor of the Division of Vocational Education, State Department of Education, the Director of USD #500 AVTS School, the project director, the Director of Guidance for USD #500, the Directors of Elementary and Secondary Education, and representatives from the Elementary and Secondary Principals Association.

During the initial phase of this project, the developed guidelines were interpreted to the necessary personnel through in-service sessions by the program specialists. Counselors at both the elementary and secondary levels assisted the schools in developing an occupational resource center. A media specialist and researcher was employed to assist the project director in acquiring pertinent data, brochures, and audio-visual media for the center that was developed.

Since many twelfth grade students were completing their high school education during the first phase of the program, it was imperative to acquaint high school counselors with all of the information and guidelines concerning vocational education as it was developed so that some vocational guidance and counseling could be done. It was proposed that counselors would assist these students in placement in training programs, post-secondary vocational-technical programs, and initial job placement as per their aspirations, interests, and aptitudes. The project director and the program specialists with the aid of the advisory board planned to assist the counselors in this respect. This was only partially begun.

It was acknowledged that the above sequence of activities would be contiguous with improving the occupational information of the counselors, assisting them in setting up in-service programs for the interpretation and use of occupational orientation guidelines by teachers, and developing approaches to occupational guidance for initial work and technical school placement of students.

An institute for counselors and teachers prior to the beginning of the Fall semester of 1971 was held and emphasized the following:

a. effective dissemination of occupational information
b. the need for serious counseling at the time of occupational decision-making
c. the development of useful techniques in working with elementary and secondary teachers

The occupational orientation phase of the program included exploratory experiences at the junior high school in the Industrial Arts Curriculum Project, IACP. In the high schools courses offered included: vocational welding, welding I, woodwork, drafting, auto-mechanics, vocational machine shop, electricity, vocational electronics, metals, general shop, plastics, typing, shorthand, consumer economics, bookkeeping, clothing, crafts, foods, Business English, clerical training, and vocational auto-mechanics, Business law, office practice and machines, power mechanics.

The above mentioned courses were designed to offer these students an introduction to and some training in occupational areas. This permitted them to explore their vocational interests and discover their aptitudes. For many of these students part-time jobs in non-profit and governmental agencies through the Neighborhood Youth Corps enabled them to have experiences in the world of work related to these agencies. Many of these pupils were referred to evening or afternoon classes at AVTS. There is a working agreement with NAB (National Alliance of Business) to give students employment especially during the summer. Potential and recent dropouts were given preference in job slots allocated through the Neighborhood Youth Corps In-School and Out of School Programs. These students were supervised by school personnel and received high school credits toward graduation for the courses taken as regular students.

Cooperative occupational education programs were operated as part of the AVTS program and in some participating high schools so that students desiring training in occupational areas not offered in the AVTS could be made available to high school juniors and seniors. Enrollment in these classes was flexible in design so that dropouts or potential dropouts could be served on a short-term basis.

Exploratory experiences were provided at the Kansas City AVTS during the summer of 1972 and selected disadvantaged potential dropouts were channeled into a short-term training program at the AVTS with tuition paid. (This was a course in Service Station Management.) Most of the students at AVTS were provided activities that allowed them to investigate and evaluate their interests and aptitudes in drafting, electronics, welding, auto body and office occupations. The sponsors of this project contacted post-secondary institutions to provide other exploratory experiences and even to provide the desired training necessary to obtain a skill in an occupation at the job entry level. It was the concern of this part of the program to develop the employment potential of each individual. Students who had not had access to vocational education, who were in their last year of school, and who have just graduated or have left school prior to completing a training program were identified by the counselors and many were assisted in enrolling in the type of training program needed. Special emphasis was given to identifying the disadvantaged and handicapped. Occupational areas in which training was offered was determined primarily by the employment opportunities that exist and whether or not short duration training can provide skills necessary for job entry.

In addition to developing the employment potential of each individual and providing training in areas where employment opportunities exist, initial job placement of some students were accomplished through cooperation with potential employees, Kansas State Employment Service and other prospective employers alluded to in other parts of this description.

Schools and Participants:

The occupational orientation, exploratory and occupational guidance phases of the project served the elementary, junior and senior high schools both public and non-public in all of the school attendance districts during this year. Program specialists and counselors who had participated in the pre-service and in-service workshops served their respective schools, both elementary and se-

secondary. All vocational training programs were housed in facilities in the junior and senior high schools and in the Area Vocational-Technical School.

Facilities were made available to house the Vocational Education Exemplary Program Center.

Participants:

The orientation approaches to increase student awareness of occupational information and the possible options have included personnel from the central office staff to all other certified staff employees. Counselors were trained in use of occupational information through workshops at Wichita University. Approximately 560 teachers, nurses, administrators and counselors took part in special type orientation classes. (see Appendix B) All high school students in the participating schools were recipients of this information.

The junior high school occupational exploratory program is being continued with special emphasis on the dissemination of occupational information and "hands on" experiences. Guidance with respect to primary choices of vocations encompassed an interpretation of results of the Differential Aptitude Tests that were administered in the second year of junior high school to all pupils.

Intensive high school occupational guidance approaches and assistance in initial work and technical school placement is beginning to be made available to the students of the participating schools and to those students who have dropped out of school. The number of students who participated in the intensive training programs for job entry skill and the cooperative work experience education phase of the project has been limited to the service station management and exploratory courses previously mentioned.

Students in non-profit private schools participated in all aspects of the project in the elementary school phase.

The project has involved approximately 11, 130 elementary public school students, 8, 415 public secondary students 7-12, 400 non-public elementary students K-6 for a total of over 19, 545. The goal of this program is to eventually provide these services for the total population of all schools in the Kansas City area or a total of over 34, 000 pupils.

Methods & Materials:

The methods and materials used in initiating and continuing this project were many and varied. The initial approach was to inform principals, counselors and teachers of the participating schools about the general objectives, structure and duration of the project. Workshop activities under the direction of the Vocational Education Department of Kansas State University at Manhattan, the State Department of Vocational Education, the Director of Counseling at USD #500, the media specialist, the program specialists and the project director were designed to develop and acquire the necessary materials.

The first workshop activity was an intensive training session for the program specialist, school counselors, the media specialist and the project director. This session covered the goals and objectives of the project and the development of guidelines for conducting the project. It oriented them to their respective roles in the project and prepared them with techniques to use in fulfilling the overall objectives.

The second approach was a workshop for the purpose of developing occupational orientation materials for use by the elementary teachers. Qualified consultants, the director of state vocational programs, the media specialist, the director of school guidance, the project director and some representatives from cooperating agencies formed this committee. The materials developed included curriculum guidelines for use in grades K-6, information on occupation sources of occupational information, audio-visual materials, and suggested techniques for use in discussing the world of work. The development and placement of the Vocational Resource Center was determined.

The methods used in putting this material to work were in-service type sessions with the elementary teachers. Presentations were made of materials and suggestions on how to use them effectively. Staff involved in the development of the program was available to present the program to all segments of the community. As the program was escalated, all participating counselors and teachers were involved in workshop sessions to explain their responsibility in occupational guidance and occupational orientation. The secondary counselors received assistance in developing plans of actions for fulfilling their role in guidance, initial placement of students, and follow-up. The choice of methods to be used was based on the kinds of research in this area that have proven successful and to which this project has alluded earlier in the proposal. Specifically referred to here are the research papers done on Career Guidance, Vocational influence of parents, Career Development Activities, Multi-Media Approach to Communicating Occupational Information, Work Experience, Intensive Training for Job Entry Skills, etc.

Part D

Results & Accomplishments

Directly related to the body of the Report number 6 part (b) "Goals and objectives of the project," note the following results on objectives 1 through 6 as stated generally:

a) Provisions were made whereby occupational orientation activities were presented to all participants.

b) Lectures on the general concepts of career education was presented to all participants.

c) Teachers were given media materials to use in their respective classes and an evaluation of their usefulness together with a description of all activities that were developed as a result of having used the material.

d) Pupils were given one-half day from school to accompany parents to their work sites.

e) Walking and bus tours were taken to allow pupils to view "first-hand" what it is like on-the-job.

f) Career Education Days were held in some elementary and secondary schools.

g) The Mayor of Kansas City, Kansas proclaimed February 11 through February 17 as Career Education Week. See Appendix.

h) An advisory board was formed.

i) Health Careers Clubs were organized in two junior and one senior high school.

j) Teachers in workshops held "Show and Tell" sessions to exchange ideas from each other on career education activities.

k) Information on the kinds of occupations indigenous to Kansas was acquired for K-View and K-State employment services disseminated together with information on the more than 20,000 occupations that were listed in the Dictionary of Occupational Titles, the Occupational Outlook Handbook and Vocational Education and Occupations.

l) Industrial Arts teachers were sent to Kansas State College at Pittsburg and Wichita University to acquire basic training in the Industrial Arts Curriculum Project, IACP, and initiated the exploratory program in their respective junior high school classes.

m) Counselors attended a workshop at Wichita University to acquire more information on their role in counseling students on the options open to them in the world of work. This information was made available to the other counselors.

n) Slide-tape presentations of the career education program were presented to PTA's, civic groups, and community agencies.

o) Radio, TV, and local newspapers gave excellent support to the program through editorials and news articles. See appendix.

p) Special exploratory programs for potential dropouts were held at the Kansas City Area Vocational Technical School.

q) Initial item analysis conclusions of questions related to the program indicate positive and widespread acceptance.

Part E

Conclusions & Recommendations:

Through the Vocational Education Exemplary Component of the State of Kansas as initiated by Unified School District #500 of Kansas City, Kansas, approximately 600 teachers, 20,000 students, and 1200 resource persons from the community have become aware of and have participated in the Career Education Program. The attitudes of administrators, principals, counselors, nurses, librarians, teachers, students and citizens of the community have been positively outstanding by their overwhelming support of the basic concepts of Career Education.

The Board of Education through the recommendation of the Superintendent of Schools of U. S. D. #500 has supported Career Education by making plans to assign the program to the Assistant Superintendent of Instruction. The Board of Education has also granted two hours of professional credit to those participants who satisfactorily have completed the requirements of the Career Education Course.

All news media in the metropolitan area have covered many activities and have either written editorials or commented via television and radio in support of the program.

The Kansas State Department of Education, all divisions, have given technical assistance and financial support to the program. Through the State Education Department, a Governor's Steering Committee was appointed to further implement the program throughout Kansas.

This project has demonstrated the need for Teacher Training Institutions and Liberal Arts Colleges to institute courses and experiences that will permit students to be able to teacher career education concepts.

Through findings of research connected with this project it is recommended that plans be developed to allow teachers, counselors, and administrators to be placed in positions of employment during the summer months for learning more about the world of work and that "credit" be given for said experience. In the absence of funds to defray tuition expenses for graduate credit in Career Education Courses, Boards of Education should grant professional credit for certain identified structured programs that provide teachers with competencies needed to teach career education.

To meet the personal needs of students, to meet the demand for the many jobs that go unfilled, to get the public to accept the fact that "college isn't for everyone," "but learning some saleable skill is," Career Education supporters in and out of the school must continue their visible support.

Part F

Budget* Kansas City, Kansas Component

	FY 1971	FY 1972	FY 1973
Personnel	10, 500	71, 000	69, 000
Employer Benefits	1, 200	5, 260	5, 150
Travel	1, 000	5, 640	3, 800
Supplies	13, 937	6, 000	700
Communications	150	300	500
Services	4, 040	3, 100	1, 000
Final Report	300	200	300
Equipment	6, 000	3, 000	1, 000
In-Service Training	15, 373	7, 000	6, 550
TOTAL	$52, 500	$101, 500	$88, 000

*Minor budget changes were allowed within each budget item.

Part G - Program Continuation

Through careful planning the exemplary activities and personnel are being integrated into the on-going school operation at Kansas City. Most of the personnel being paid by exemplary funds and used to develop the career education program for that school will be included in the Curriculum and planning section of that school system. The direction of the exemplary career education program will remain a responsibility of an assistant superintendent. The materials development section will be a part of the audio-visual and materials center.

The ability of the school to accept the need for expanded vocational programs has allowed satellite programs to develop in local high schools outside the area vocational technical school.

It would appear at this time that over 75% of the activities carried on by exemplary funds will be supported by the local school district.

The size of the Kansas City district provides a funding base capable of accepting activities for which priorities have been established. The development of leaders in career education has promoted activities at the elementary level that have carried on into the middle school grades. At this time there is some anxiety among the vocational education staff relating to the demands for vocational programs in 1975. These demands will far exceed the ability of the school to provide them. These identified needs have become the basis for legislative action to provide expanded facilities and the expanded uses of facilities, including additional vocational staff members. This condition not only exists in Kansas City, but in other areas where exemplary programs have been operating.

Appendix A

ABSTRACT

Statement of the Problem

This study was conducted to determine the relationship between career education teacher in-service preparation and the vocational development of sixth grade school children.

Methods and Procedures

There were two groups of sixth grade children involved in this study.

The experimental group, consisting of 122 sixth grade children enrolled in one elementary school, received instruction from teachers who did not participate in the career education teacher in-service preparation.

Data from school records were received for each child in both groups with respect to the following: sex; intelligence as measured by Otis Lennon's Elementary Form J; reading achievement as measured by the mean raw score of word meaning and paragraph meaning in the Stanford Achievement Test Intermediate II Form W; heads' of household occupation and education level. Subjects were classified as to socio-economic status by Hollingshead's The Two Factor Index of Social Position.

The Vocational Development Inventory (VDI) was administered as a pretest to each child in the study early in the spring semester of 1972. The VDI was administered as a post-test to each child in the study near the close of the same semester.

The analysis of covariance, simultaneously controlling for sex, intelligence, reading achievement, socio-economic status, and VDI pretest scores, was applied to VDI post-test scores to determine if there were any significant differences between the two groups ($p < .05$).

Findings

The analysis of covariance on VDI post-test scores revealed a significant difference between the adjusted means of the two groups,

yielding an F of 17.50 (df=1/180: $p < .05$).

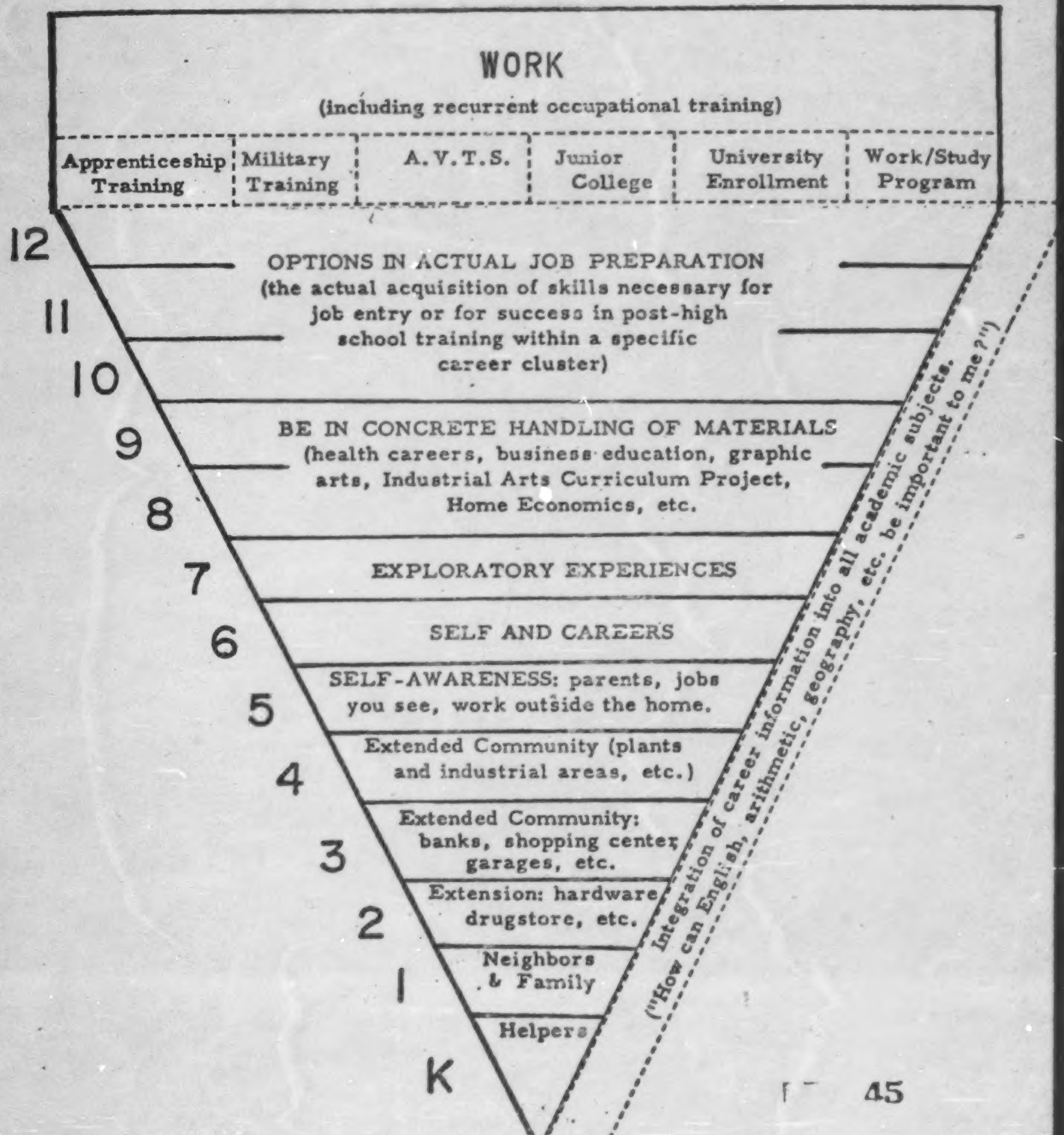
The test of homogeniety of regression revealed no significant difference between the two groups ($F=0.41$, df-5/175:$p > .05$).

Dr. David K. Clapsaddle

Appendix B

VEEP

Vocational Education Exemplary Program
Kansas City, Kansas Public Schools
2316 South 5th, K. C. K. 66103


WORK
(including recurrent occupational training)
Apprenticeship Training
Military Training
A.V.T.S.
Junior College
University Enrollment
Work/Study Program
12
11
10
OPTIONS IN ACTUAL JOB PREPARATION (the actual acquisition of skills necessary for job entry or for success in post-high school training within a specific career cluster)
9
8
BE IN CONCRETE HANDLING OF MATERIALS (health careers, business education, graphic arts, Industrial Arts Curriculum Project, Home Economics, etc.
7
EXPLORATORY EXPERIENCES
6
SELF AND CAREERS
5
SELF-AWARENESS: parents, jobs you see, work outside the home.
4
Extended Community (plants and industrial areas, etc.)
3
Extended Community: banks, shopping center, garages, etc.
2
Extension: hardware, drugstore, etc.
1
Neighbors & Family
K
Helpers
Integration of career information into all academic subjects.
("How can English, arithmetic, geography, etc. be important to me?")

Appendix C

Vocational Education Exemplary Program

Subject Areas for Secondary Workshop Participants

March 1971 - June 1973

Administration - Central Office	23	
Administration - School (Principals, Assistant Principals, Vice Principals)	28	
Administration - AVTS	9	
Counselors	27	
Nurses	6	
Librarians	3	
		96
Teachers		
Industrial Arts	43	
Social Studies	5	
Home Economics	15	
Language Arts	16	
Special Education	3	
Health & Physical Education	13	
Mathematics	9	
Unified Studies	3	
Business Education	10	
Science	4	
Junior College	1	
		122
	Total	218

Vocational Education Exemplary Program

Participants in Elementary Workshops

March 1971 - June 1973

Elementary Teachers	330
Elementary Principals	21
Elementary Counselors	8
Elementary Consultants	8
Elementary Nurses	2
Elementary Librarians	2
Total	371

Vocational Education Exemplary Program

Data

March 1971 - June 1973

Walking Tours		
Elementary		94
Secondary		22
	Total	116
Field Trips		
Elementary		491
Secondary		86
	Total	577
Resource Speakers		
Elementary		1109
Secondary		203
	Total	1312

Appendix D

THE KANSAS CITY KANSAS AREA CHAMBER OF COMMERCE
P.O. Box 1310 / Kansas City, Kansas 66117 / (913) 371-3070

January 16, 1973

Dr. Bertram Caruthers
Program Director
Vocational Education Exemplary Program
Board of Education
625 Minnesota Avenue
Kansas City, Kansas 66101

Dear Dr. Caruthers:

The Kansas City Kansas Area Chamber of Commerce has a long standing policy favoring the "upgrading of vocational and technical training in order to establish and maintain the skilled services necessary to the full development of all business, industry and professions".

Established goals for the Chamber's Education Council, a division of the Human Resources Department of the Chamber, is to provide a liaison between the business community and the educational institutions in the area and coordinate the curriculums of the vocational training and educational institutions and institutions of higher learning to meet the needs of business for the future.

As I have indicated to you previously, my activities as a member of the Advisory Board of VEEP have been consistent with these long-range goals of the Chamber. Personally, I am convinced that the VEEP approach of disseminating vocational information in the primary through high school grades will offer students an excellent basis for making career decisions.

Secondly, I believe that the program's activity-oriented emphasis and holistic viewpoint will add immeasurably to the development of positive attitudes toward the dignity of work, rather than developing attitudes toward employment as a means to an end.

Page 2
January 16, 1973
Dr. Caruthers

Finally, I believe that your program's utilization of the latest audio-visual techniques available allows for the maximum distribution of information at the minimum level of interuption to the security and productivity of businesses in Wyandotte County and the greater Kansas City area.

I anticipate that your efforts on behalf of the VEEP will be even more successful in this new year.

Sincerely,

Alan Rings,
Manager of Communications and Membership

AR:kgl

Retail Store
Employees Union R.C.I.A.
Local No. 782

No. 1 WEST LINWOOD
KANSAS CITY, MISSOURI 64111

Phone 561-8472
Area Code 816

Harry Hess, Secretary-Treasurer
Jack Wood, President

AFFILIATED WITH THE A.F.L.-C.I.O.

January 12, 1973

Dr. Bertram Caruthers
Library Building
625 Minnesota Avenue
Kansas City, Kansas 66101

Dear Sir:

Please be advised that, as a member of the Advisory Board, I am actively supporting the Vocational Education Exemplary Program, and will continue to support its objectives and goals.

Sincerely,

RETAIL STORE EMPLOYEES UNION
Local 782 R.C.I.A. AFL-CIO

Harry Hess
Harry Hess
President

HH:sw

It doesn't COST It PAYS to belong to RCIA No. 782

PAGES Letter from the KAW Valley Med. Soc. OF THIS DOCUMENT WERE REMOVED PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE BECAUSE THEY WOULD NOT REPRODUCE IN MICROFICHE.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
SOCIAL SECURITY ADMINISTRATION
850 NEBRASKA AVENUE
KANSAS CITY, KANSAS 66101

REFER TO:

TELEPHONE: 374-4234

January 12, 1973

Dr. Bertram Caruthers
Library Building
625 Minnesota Ave.
Kansas City, Kansas 66101

Dear Dr. Caruthers:

This is in response to a letter from Mr. Jack M. Gipson regarding the Vocational Education Exemplary Program. As a member of the Advisory Board and an employer in the community, I wish to indicate my support of the Vocational Education Exemplary Program.

This program is meeting a real need in our community and educational system in providing an objective approach to career education. By placing the career education at all school levels; grade school, Junior High and High School the students will have a much better perspective on jobs available and the education and training requirements necessary to achieve their career goals.

I appreciate the opportunity to comment on this very worthwhile community educational program and I am available to assist in it in any possible way.

Sincerely yours,

Elie F. Hedrick
Elie F. Hedrick
District Manager

KESD
KANSAS EMPLOYMENT SECURITY DIVISION
OF THE DEPARTMENT OF LABOR

JOB OPPORTUNITY CENTERS
AND JOB INSURANCE OFFICES
ADMINISTRATIVE OFFICE
401 Topeka Avenue
Topeka, Kansas 66603
Telephone (913) 233-4161

ROBERT B. DOCKING, GOVERNOR • DARRELL D. CARLTON, COMMISSIONER OF LABOR • LEO J. PHALEN, EXECUTIVE DIRECTOR

In reply refer to: GHN:ab
552 State Avenue
Kansas City, Kansas 66101

January 9, 1973

Jack M. Gipson, Program Specialist
Vocational Education Exemplary Program
625 Minnesota Avenue
Library Building
Kansas City, Kansas 66101

Dear Mr. Gipson:

I have enjoyed serving on the Advisory Committee of the Kansas City, Kansas Vocational Education Exemplary Program.

This committee composed of representatives from business, schools and the community is responsible for the continuance of this career education program through their cooperation and suggestions.

I assure you that you will have my continued active support of V.E.E.P.

Cordially yours,

Kansas City Metropolitan
Job Opportunity Center

G. H. Neerman
Metropolitan Manager

WEAVER'S CABINET AND MILLWORK COMPANY
Quality Woodwork for Over 35 Years
1108 SOUTH THIRTY-SEVENTH STREET - KANSAS CITY, KANSAS 66106
PHONE 831-1800

CUSTOM MADE
KITCHEN CABINETS
VANITIES
BOOKCASES

GENERAL ELEC. APPLIANCES
CORNING RANGES
KITCHEN AID DISHWASHERS

POLY-URATHANE PRODUCTS

Jan. 11, 1973.

Dr. Bertram Caruthers,
Library Bldg.,
625 Minn. Ave.,
Kans. City, Kans. 66101/

Dear Sir:

I feel that V.E.E.P is a very good start toward a helpful vocation. Thru this exposure the students and teachers can see pratical ways of which they can use the knowledge and skills after touring our facilities.

By the questions and comments of the students and teachers have made when going thru our plant, we feel a genuine interest and will use the knowledge gained here to good advantage.

I feel this Vocational Education Exemplary Program should continue.

Yours very truly,

WEAVER CABINET CO.,

By Allen J Weaver

GOLDBLATT tool co.
Leading Producer of Quality Tools for the Trowel Trades®
Goldblatt TROWEL TRADE TOOLS
511 OSAGE, KANSAS CITY, KANSAS 66110 • (913) MA 1-3010

January 11, 1973
Our 88th Year

Mr. Bertram Caruthers
Library Building
625 Minnesota Avenue
Kansas City, Kansas 66101

Dear Dr. Caruthers:

I have enjoyed being a member of the advisory board for the Vocational Education Exemplary Program and believe that this program is very essential in assisting our young people in their development and selection of a vocation that is more suitable to their ability and interests.

Although I'm active only as a member of the advisory board, you have my full support of this program. If I can assist in any way, please call me.

Sincerely,

D. C. Place
D. C. Place
Vice President

DCP/bc

A BLISS & LAUGHLIN industry "growing through change"

PROCLAMATION

WHEREAS, THE CONGRESS OF THE UNITED STATES HAS RECOGNIZED THE GROWING AND IMPERATIVE NEED FOR VOCATIONAL EDUCATION AND HAS PROVIDED BROADER CONCEPTS OF CAREER EDUCATION TO PREPARE INDIVIDUALS FOR THE WORLD OF WORK; AND

WHEREAS, THROUGH THE INCREASED EMPHASIS ON PREPARING INDIVIDUALS TO RENDER EMPLOYMENT, MANY NEW PROGRAMS ARE NOW AVAILABLE TO ASSIST INDIVIDUALS IN REACHING THEIR OCCUPATIONAL GOALS; AND

WHEREAS, ONE WEEK IN FEBRUARY HAS BEEN SET ASIDE BY THE AMERICAN VOCATIONAL ASSOCIATION AS VOCATIONAL EDUCATION WEEK; AND

WHEREAS, THE ULTIMATE SUCCESS OF THIS ENDEAVOR RESTS WITH EACH AND EVERY INDIVIDUAL WHO IS CONCERNED WITH PROVIDING TRAINING OPPORTUNITIES THROUGH A COMPREHENSIVE EDUCATIONAL CURRICULUM FOR ALL STUDENTS; AND

WHEREAS, VOCATIONAL EDUCATION PROGRAMS AS A PART OF CAREER EDUCATION IN KANSAS CITY, KANSAS SERVE ELEMENTARY, JUNIOR AND SENIOR HIGH SCHOOL YOUTH AS WELL AS ADULTS IN INFORMING THEM ABOUT THE MANY JOBS WHICH MIGHT SOMEDAY BE OF INTEREST TO THEM, AND PREPARING THEM FOR A WIDE RANGE OF OCCUPATIONAL FIELDS WHERE TRAINED PERSONNEL ARE CURRENTLY IN DEMAND SUCH AS; BUSINESS AND OFFICE, MARKETING AND DISTRIBUTIVE, HOME ECONOMICS AND HOMEMAKING, TRADE AND INDUSTRIES, HEALTH OCCUPATIONS, INDUSTRIAL ARTS, AND TECHNICAL EDUCATION;

NOW, THEREFORE, I, RICHARD F. WALSH, MAYOR OF THE CITY OF KANSAS CITY, KANSAS, DO HEREBY PROCLAIM FEBRUARY 13 THROUGH 19, 1972 AS

VOCATIONAL AND CAREER EDUCATION WEEK

IN THE CITY OF KANSAS CITY, KANSAS, AND URGE ALL CITIZENS OF THIS GREAT COMMUNITY TO VISIT THEIR LOCAL SCHOOLS AND PROGRAMS THEREBY MAKING THEMSELVES BETTER ACQUAINTED WITH THE SERVICES OFFERED BY THESE DEDICATED INSTITUTIONS TO THE EXTENT THAT EACH CITIZEN CAN BENEFIT FROM THESE SERVICES.

IN WITNESS WHEREOF, I HAVE HEREUNTO SET MY HAND AND CAUSED THE SEAL OF THE CITY OF KANSAS CITY, KANSAS TO BE AFFIXED THIS 3RD DAY OF FEBRUARY, 1972.

Richard F Walsh

RICHARD F. WALSH - MAYOR

610 North 17th Street
Kansas City, Kansas
January 15, 1973

Dr. Bertram Caruthers
Library Building
625 Minnesota Avenue
Kansas City, Kansas

Dear Dr. Caruthers,

In regard to the Vocational Education Exemplary Program, I feel it is one of the finest programs to be started in our community. There are a great many young people who will benefit from V. E. E. P.

As an advisory board member I whole heartly support the program.

Sincerely,

John B. Malnar

John B. Malnar

VOCATIONAL EDUCATION EXEMPLARY PROGRAM
UNIFIED SCHOOL DISTRICT #500

MEMO

January 1973

TO: Vocational Education Exemplary Program Teachers

FROM: Dr. O. L. Plucker, Superintendent of Schools
Dr. Bertram Caruthers, Assistant to Superintendent of Schools & Project Director

The City of Kansas City, Kansas is proclaiming the week of February 11 to February 17, 1973 as Career and Vocational Education Week. Mayor Richard F. Walsh, with the cooperation of the business community, is encouraging all parents to visit the schools.

During this time teachers are encouraged to display career education materials and activities relating to the world of work in design (bulletin boards, etc.).

Resource speakers, parents, industrial persons and business volunteers are invited to participate.

Please notify V.E.E.P. by school mail or phone 722-3356 your plans for participation in Career Education Week. If you need assistance in arranging these career activities, call the V.E.E.P. office.

VOCATIONAL EDUCATION
EXEMPLARY PROGRAM STAFF
2316 South 5th Street
Kansas City, Kansas 66103

Appendix E

Vocational Education Exemplary Program
Kansas City, Kansas Public Schools
2316 South 5th, Kansas City, Kansas 66103

VEEP Secondary 2

Director:
Dr. Bertram Caruthers

Program Specialists: (Secondary
Jim Tinsley
Rathel Housewirth

Media Specialist:
C. S. Anderson

Phone: (913) 722-3356

To: Secondary school participants in the Vocational Education Exemplary Program in Summer 1971, Fall 1971, Spring 1972, and Summer 1972.

From: Dr. Bertram Caruthers

Re: Follow-up activities of previous participants

Under the Vocational Department and United States Office of Education the Unified School District #500 initiated the Vocational Education Exemplary Program, (VEEP). As part of our commitment, we are required to submit a "follow-up" questionnaire to the previous participants of the VEEP workshops. It is vital to us that you complete the following information and return it to us by December 1, 1972.

Follow-up VEEP Questionnaire

Teachers

Name: ____________________

School: ____________________

Position and Subjects taught: ____________________

Enrolled in class: ___Summer 1971 ___Fall 1971 ___Spring 1972 ___Summer 1972

1. What career materials have you introduced into your classroom since the in-service workshop? ___leaflets ___pamphlets ___books ___periodicals ___other

2. How many resource people have visited your classes? ______
   How were they obtained? ___VEEP ___self ___class members ___other

3. Have you used films concerning careers? _________ How often _________
   Source: VEEP: _________
   Other: _________ explain

4. Was the career information you presented used as a part of your everyday lesson, or was it a special unit? ____________________

   ____

5. What career activities have your students participated in? ___Field Trips ___Projects ___Career days or events ___other

6. A) Do you feel the present Course of Study is satisfactory for teaching the "Career Education Concept"? ___Yes ___No

   B) If not, what form of materials, equipment, and information did you need to make the adjustment in your classroom curriculum?

   C) What problems did you encounter and how did you solve them?

   D) List ways you would like VEEP to provide you with further help?

7. Have you made class assignments, calling for the use of the Dictionary of Occupational Titles, Occupational Outlook Handbook, K-Viewer, career periodicals, or other career information materials?

Follow-up VEEP Questionnaire

Administrators

Name: ____________________

School: ____________________

Position: ____________________

Enrolled in class: ___Summer 1971 ___Fall 1971 ___Spring 1972 ___Summer 1972

1. How have you promoted career education with your staff?

   _____ Career presentations at faculty meeting

   _____ Distribute written communications on career information

   _____ Other. List.

2. What efforts have been made to involve parents and the community in career education? (Include P. T. A. programs, civic clubs, professional organizations, labor groups, etc.)

3. What means of implementation are being used in your school to orient students to career education?

   Activities ____________________

   Career or Vocational Clubs ____________________

   Verbal or Written Communications ____________________

   Curricular Offerings or changes ____________________

   Other_____ ____________________

4. In general, to what extent do you feel the following groups accept career education? Use: (1) not at all (2) a little bit (3) about average (4) considerable (5) enthusiastically.

	1	2	3	4	5
Administration					
Community					
Parents					
Junior High Academic Teachers					
Junior High Vocational Teachers					
Senior High Academic Teachers					
Senior High Vocational Teachers					
Counseling Staff					
Students					

KANSAS CITY, KANSAS PUBLIC SCHOOLS
VOCATIONAL EDUCATION EXEMPLARY PROGRAM
CAREER EDUCATION

Evaluation of Audience by Field Trip Host

Name____ Date of Visit_____________

Firm____

Products or Service offered______________________________________

School______________________ Grade/Class__________ Teacher(s)__________

1. Was the group visitation a pleasant visit for you?

2. Did you feel that your audience was attentive and courteous?

3. Were you provided adequate information (age, grade level, current classroom interests, etc.) concerning the group to which you hosted?

   If not, what could we do to make any future visits more pleasant and effective?

4. Would you consider, in light of this experience, agreeing to invite other groups in the future?

5. How important do you feel Career Education is to the educational system? (comment)

KANSAS CITY, KANSAS PUBLIC SCHOOLS
VOCATIONAL EDUCATION EXEMPLARY PROGRAM
Media Evaluation

Name of Teacher ______________________ School ______________________

Grade(s) Taught ____________ Subjects Taught (secondary) ______________________

Type of Media Used: Filmstrip ______ Film Loops ______ 16mm Films ______

Tapes ______ Slides ______ KCK Audio Visuals ______ Records ______ Other ______

Title of Media ______________________ Company ____________ No. ____________

Date Media was Shown ____________ Number of students who participated ____________

What occupations were covered? ______________________________

Was the material appropriate ______ inappropriate ______?

How many times have you used occupational materials relative to this media in your classroom? 1 ______ 2 ______ 3 ______ 4 ______ 5 ______ Many ______

What initiated this occupational study? Teacher leadership ______ Student interest ______

A current event ______ Course of study ______ Other ______________________

The study of this occupation or job cluster related to: Math ______ Science ______

Health-P. E. ______ Language Arts ______ Social Studies ______ Other ______________

What reinforcement activities were used to implement your study of this occupation?

Printed media ______ Resource speakers ______ Field trip ______ Media ______

Other ______________________

Do you feel VEEP has been weak ______ adequate ______ very strong ______ in support of your efforts in terms of ideas, materials, and resources?

In the study of this occupation did you find general upgrading of attitudes and interests toward the World of Work? Yes ______ No ______

Comments: ____

____

____

____

KANSAS CITY, KANSAS PUBLIC SCHOOLS
VOCATIONAL EDUCATION EXEMPLARY PROGRAM
(V. E. E. P.)

Name________________________School________________________Grade____________

Teacher's Name____

1. Has your class been on a field trip to see people at work?

   a. yes____ no____
   b. where?

2. Have you had someone come to your class to talk about his job?

   yes____ no______

   a. parent_______
   b. other________

3. Have films about occupations been shown in your class?

   yes____ no____

4. Is Career Education fun?

5. Have you studied about different occupations? How many?

   five____
   ten_____
   more____

KANSAS CITY, KANSAS PUBLIC SCHOOLS
VOCATIONAL EDUCATION EXEMPLARY PROGRAM
(V. E. E. P.)

Name________________________________School______________________________

Grade____________Teacher's Name____________________________________

1. Have you studied about different occupations in your class this year?

   Yes No

2. Have you had speakers in your class discuss their jobs?

   Yes No

3. Had you studied about this particular job before the speaker visited?

   Yes No

4. Do you know where your parent works? Yes No

   Do you know his (her) job title? Yes No

   If yes, what is the job title.

5. Would you like to learn more about jobs?

   Yes No

KANSAS CITY, KANSAS PUBLIC SCHOOLS
VOCATIONAL EDUCATION EXEMPLARY PROGRAM
CAREER EDUCATION

EVALUATION OF AUDIENCE BY RESOURCE SPEAKER

Name______________________________________ Date of Visit____________

Firm____

Resource Topic____

School__________________ Grade/Class_____________ Teacher(s)__________

1. Was visitation to this classroom (or school) a pleasant visit for you?

2. Did you feel that your audience was attentive and courteous?

3. Do you know of any additional materials (or activities) that would be of benefit to the youngsters you met?

4. Were you provided adequate information (age, grade level, current classroom interests, etc.) concerning the group to which you spoke?

5. If not, what could we do to make any future visits by you (or other speakers) more pleasant and effective?

5. Was any audio visual or other equipment you requested available and in good working order?

6. Would you consider, in light of this experience, agreeing to make your presentation to another school group in the future?

7. Were the questions of the students pertinent to your presentation?

8. How important do you feel Career Education is to the educational system? (comment)

Questionnaire Results from Career Day

Northwest Junior High School

Total Respondents 268
(9th Grade)

1. What was your opinion of Career Day?

Good	229
Average	34
Poor	5

2. Have you given any thought to job opportunities before this Career Day?

Yes	237
No	36

3. Which speaker or group did you feel gave you information that you had not previously thought about?

U.S. Army--9
Steel Worker--11
Cosmetologist--31
None--8
Minister--6
All--6
Radio Repairman--4
Inhalation Therapist--6
TV Reporter--43
Modeling--25
Computer--1
Policeman--25
Electronic Engineer--6
Social Worker--9
X-ray Technician--9
Secretarial--6
Insurance--4
Sports--5
Junior Achievement--1
House Cleaning--1

4. Do you feel this type of program should be made available each year?

Yes	246
No	5

SECTION II

U. S. D. #497 Lawrence, Kansas

Component Report

Project Director: Mr. Ernest Coleman

STAFF

Mary Ashby, Elementary Consultant
Wendall Bass, Secondary Consultant
Nancy Garland, Consumer Economics
Stan Larson, Industrial & Vocational Consultant
Grace Wilson, Materials & Resource Consultant
Bonnie Smith, Clerical

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Summary of the Final Report
Lawrence USD #497 Exemplary Component

a). Time period covered by the report:

From July 1, 1970 to July 1, 1973.

b). Goals and objectives of the project:

Goals and objectives of the rural-urban model were as follows:

1. To increase elementary student awareness of occupations and to provide attitudes requisite to careers in such occupations through a variety of classroom activities, curriculum development, and PTA involvement.

2. To encourage and assist in the adoption of the World of Construction, World of Manufacturing, and Materials and Processes as a permanent part of the junior high school program.

3. To encourage and aid in the development of the junior high Home Economics program by assisting in teacher utilization of career-related community resources, providing career-related instructional materials and encouraging on-going revision of curriculum.

4. To support continued efforts and fund expansion of programs providing actual work experiences or specific skill training for students, including those students who may leave school before graduation.

5. To increase joint counselor/career education staff efforts in providing career information and career guidance to secondary students and to assess student needs through a follow-up survey of high school graduates.

6. To encourage curriculum options in career education for state-wide use by encouraging particular teachers or groups of teachers to be involved in pilot projects.

7. To increase teachers' knowledge of occupations, educational opportunities for youth, and techniques for implementing career development by providing channels for in-district

communication and encouraging opportunities for teacher in-service and summer workshops.

8. To further develop school/community and public relations by presenting programs to civic groups, seeking continual news media coverage of career education activities, and increasing teacher utilization of career-related community resources.

9. To encourage development of other career education programs through dissemination of written materials, hosting visitations to the Lawrence program, providing in-service for other districts, and encouraging the career education emphasis in teacher education programs.

c). Procedures followed:

The Lawrence site was chosen as the rural-urban model for the development of a K-12 career education program. The model established by the U. S. Office of Education was basically followed. As the program more fully developed, the Lawrence Career Education Model was designed for use in the district and disseminated throughout the State of Kansas during the spring, 1973.

The role of the staff has become more defined with the program's development. This included the role of communicators and liaisons with the community.

Three basic components evolved in career education. These are world of work, self-development, and consumer-economics.

Teachers were encouraged to use career education in their classrooms in three basic ways: resource speakers, tours, and a variety of activities. Also, a central career education library developed with audio-visuals and other materials available to the teachers.

d). Results and accomplishments:

The Lawrence Career Education staff would not presume to claim that we have fulfilled completely all our objectives. There is always room for improvement. However, it is hoped that the activities described in this report will show how the objectives have been met.

Objective 1: The elementary program was successfully implemented with interest and cooperation on the part of the teachers. A variety of methods and activities were used to implement and develop the career education emphasis. Specific curriculum guides were developed in social stuides, art and science. In-district communication included a newsletter and the printing of the Elementary Activities Booklet. (Scope and sequence were given to the program through the development of the elementary wheel.) It is estimated that 80% of the elementary teachers participated on a voluntary basis during the three years of the program.

Objective 2: The junior high schools have successfully implemented three new courses which include the career education emphasis. These are designed to teach concepts instead of skills in industrial arts.

Objective 3: The junior high home economics program "Designs for Living" has been successfully designed, written, and implemented to include career education concepts at all three of the junior high schools.

Objective 4: Although a good percentage of the district's work-study programs had their beginnings before the federal funding, the special education program and the TRADES program have received exemplary monies for their implementation and staffing. The House I project received enthusiastic support of the career education staff. The new industrial arts course, Manufacturing Processes, was the result of the career education class, Fall, 1971.

Objective 5: Joint counselor/career education staff efforts have resulted in several projects. A career center was opened at the high school library. Three career fairs for junior and senior high school students were held which involved a total of 150 community resource persons. A career seminar series allowed students to visit informally with persons from the work community. A follow-up study with the first-year's results appears at the end of this section.

Objective 6: Many special projects have been successfully implemented in the Lawrence schools, K-12. These projects have been used as models for curriculum options for teachers across the State in accordance with the original proposal. Included is information on elementary projects such as career days, mass production projects, WOW days, mini-house project, outdoor education, on the job with parents, and a total-school simulation game. At the secondary level projects such as ninth grade visitation, high school science resource speakers, a career class for dropout students, the rent-a-kid project, and a total junior high's approach with Steppingstones are described.

Objective 7: To meet the need of in-service for teachers, a variety of workshops and classes were held in the Lawrence district which are described in this section. Also, several methods were used to communicate activities of teachers in the Lawrence schools.

Objective 8: The Lawrence Career Education staff attempted to meet teacher needs and educate Lawrence patrons by contacting available resources within the community and State. This included presentations to civic and parent groups, development of a slide-tape program, news media coverage for district activities and cooperation with the chamber of commerce. Also, a resource notebook for the district was developed and disseminated for teacher use.

Objective 9: The Lawrence Career Education staff has deliberately tried to meet its commitments to others in the State and nation in helping them to become better informed and more involved with career education. This has involved many hours and miles on the part of the staff as well as the mailing of over 10,000 publications describing the program.

e). Evaluation:

Several methods of evaluation have been used to help determine the results of the program. This has included the development of an elementary instrument, studies being conducted by K. U. students, as well as interest tests at the elementary level.

The junior high programs included their own evaluation instruments. Steppingstones and the career seminar series were evaluated and the results are listed.

f). Conclusions and recommendations:

Strengths of the Lawrence Career Education program as perceived by the visitation teams, the career education staff and USD #497 administrators reveal that most of the activities and methods used in the district have been worthwhile.

Recommendations as perceived by the staff include suggestions for the Lawrence District and the State Department of Education.

Part A - Problem Area

This project was operated as the rural-urban site of the Kansas program for the implementation and development of career education The purpose of this project was to produce a model career education program that could be implemented in similar school settings through-out the State.

The city of Lawrence fell into the category of those cities with populations between 7,000 to 50,000 which is similar to one-third of the cities in Kansas. This attendance center had made efforts to conduct a type of occupational program, and was financially capable and philosophically oriented to carry out the program after the federal support was withdrawn.

There appears to be ample data based on observations by educational leaders from Kansas and the nation, articles in the journals and experience to support the facts that while the schools are generally doing an excellent job in the academic areas, and in the preparation of students to enter college, these programs are realistic only in terms of the small percentage of students who actually finish college. The 82% that do not finish college in Kansas (1972) contrasts with the 28.1% receiving preparation in school for the actual role they will take in the world of work. It should be noted also that in actuality, the State of Kansas required only 13% of its work force to have a college degree.

In order to ensure the continuation of an effective coordinated program, the school district believed the following needed to be considered:

> Whatever was attempted would be realistic in light of proven research and evaluated pilot projects in the program area.
>
> That every attempt would be made to work with existing staff, facilities and resources in order to solve the existing problems.
>
> That through a cooperative effort between the local school district, the State Department of Education, manpower

agencies, and Kansas State University, a continuum of articulation should become a model for all to follow.

Original Basic Premises

That we will continue to undergo rapid technological and social changes--the same sort of change that has in recent decades literally given us a new environment to live in and cope with.

That education is the most effective means we have for adjusting to a world of ever-increasing change.

That we must provide more clearcut ways for young people to move from childhood through adolescence to contributing roles as adults in our society.

That preparation for work is becoming increasingly recognized as a major objective of education.

That effective career education must provide intensive guidance and counseling.

That the provision of career education is the responsibility of all segments of the educational system.

That career education must be attuned to the realities and requirements of the world of work.

That investment in effective career education returns high dividends to society.

Part B - Goals and Objectives

The following goals and objectives were established on the basis of the original proposal, recommendations from the State Division of Vocational Education, and the recognized needs as they directly applied to Unified School District #497, Lawrence, Kansas:

1. To increase elementary student awareness of occupations and to provide attitudes requisite to careers in such occupations through a variety of classroom activities, curriculum development, and PTA involvement.

2. To encourage and assist in the adoption of the *World of Construction*, *World of Manufacturing*, and *Materials and Processes* as a permanent part of the junior high school program.

3. To encourage and aid in the development of the junior high Home Economics program by assisting in teacher utilization of career-related community resources, providing career-related instructional materials and encouraging on-going revision of curriculum.

4. To support continued efforts and fund expansion of programs providing actual work experiences or specific skill training for students, including those students who may leave school before graduation.

5. To increase joint counselor/career education staff efforts in providing career information and career guidance to secondary students and to assess student needs through a follow-up survey of high school graduates.

6. To encourage curriculum options in career education for state-wide use by encouraging particular teachers or groups of teachers to be involved in pilot projects.

7. To increase teachers' knowledge of occupations, educational opportunities for youth, and techniques for implementing career development by providing channels for in-district communication and encouraging opportunities for teacher in-service and summer workshops.

8. To further develop school/community and public relations by presenting programs to civic groups, seeking continual news

media coverage of career education activities, and increasing teacher utilization of career-related community resources.

9. To encourage development of other career education programs through dissemination of written materials, hosting visitations to the Lawrence program, providing in-service for other districts, and encouraging the career education emphasis in teacher education programs.

Part C - Project Design

The Lawrence program was designed for Kindergarten through grade 12 for the rural-urban site for a three-year period.

USD #497 was made up of approximately 230 elementary teachers in 18 attendance centers serving 4200 students. The secondary level was composed of 240 teachers in three junior high schools and one high school serving 3600 students. Also included in the district are administrative staff members.

Since the grant application was prepared in a rather short period of time, sufficient planning opportunity was not available. Therefore, much of the first year was spent planning and organizing.

The Lawrence program followed the model established by the U. S. O. E. (see appendix). At the elementary level awareness was stressed as an effort was made to broaden the base of students' knowledge of occupation in order that they might make a realistic occupational decision at a later time. Exploration was stressed at the junior high level as opportunities were provided for students to try out different job roles. Preparation at the senior high level with definite skill development and actual work experience was stressed. Finally, the Lawrence model for career education was developed which pictorially showed the sequence and philosophy involved in the program. (see following pages)

The emphases included in this model are those which have been adopted by the State Department of Education for Career Education in Kansas. These are self, work, resources and leisure. The concepts included in this section are to illustrate the sequential development of career education as it related to the three areas of awareness, exploration, and preparation.

Most career education methods and techniques are extremely general in order to allow for individual school creativity. On-going vocational educational programs can be utilized as a part of the Career Education Emphasis (CEE). Other CEE areas should include counseling services, industrial arts, practical arts, cultural and fine arts, and all other academic offerings. To be effective, CEE must be included in all levels and areas of a school's curriculum!

The model also attempts to show the interrelationship between the world of work and the continuous options open to the individual. Career Education is for 100% of our students. Later stages (11 and

12) of CEE will provide skill training and career preparations for the student who plans to work before or immediately after graduation. It will provide the exploration and background for career decision-making for all students including those headed for college or further post-high education and training. It will help each individual find the kind of work most satisfying to his interests. It will help all students to be aware of and to appreciate all the kinds of work in today's society.

Procedures Followed

During the spring of 1971, the first full-time staff members (3) were hired to help develop and implement the career education program. Part-time staff members with additional other assignments in the district have functioned in various roles from the very beginning of the program. The function of the staff and the roles they played in the development of the program were more defined as it moved into the second year.

The original orientation toward service to teachers, helping them with resource speakers, field trips, activities and ideas continued to be successful. Beyond this, the staff more fully realized its role as communicators and liaisons with the community. The real possibilities for implementation of this program were unlimited including the innovative ideas from teachers as well as tremendous community and administrative support. This model explains the role of the staff members.

a Career Education
Model K-12

PAGES 11 Lawrence 497 OF THIS DOCUMENT WERE REMOVED PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE BECAUSE THEY WOULD NOT REPRODUCE IN MICROFICHE.

Lawrence USD #497 Summary of Students and Personnel
September 15, 1972

No. of Units	Organization	Enrollment
16	Elem. K-6	4,065
3	Jr. High 7-9	1,884
1	Sr. High 10-12	1,735
1	Administration Center	
21		7,684

Certified Personnel	Number
Elem. K-6	229
Jr. High 7-9	108
Sr. High 10-12	101
Administration Center	22
	460
No. of Full Time Personnel (non professional) clerical and secretarial, custodial, maintenance, food service, transportation, teacher aides, federal programs	167
No. Part Time Personnel (non professional)	59
Total of Personnel	686

OCCUPATIONAL SURVEY

The following table shows the occupational profile for Lawrence and for the State of Kansas. There is an unusally large percentage of "professional, technical and kindred" workers among the population of Lawrence. This percentage is almost twice the statewide average and probably reflects the influence of the University of Kansas on the community work force.

Occupational Category	Lawrence	Statewide
Professional, Technical & Kindred	27.1	14.3
Managers & Administrators, except Foremen	7.4	9.4
Sales Workers	7.3	7.5
Clerical and Kindred	19.5	16.6
Craftsmen, Foremen and Kindred	10.4	13.3
Operators, except Transportation	6.3	9.7
Transportation Equipment Worker	2.3	3.5
Laborers, except Farm	3.8	4.2
Farmers and Farm Managers	0.2	6.4
Farm Laborers and Foremen	0.6	1.8
Service Workers, except Private Household	13.6	12.0
Private Household Workers	1.5	1.3
	100%	100%

Source: 1970 Census

As teachers and staff worked with career education in the district, three basic components evolved. These are world of work, the total occupational development of the individual; self-development, becoming knowledgeable of oneself in order to achieve self-acceptance and personal fulfillment; and consumer-economics, development of consumer and decision-making skills. Because the only certain future we can promise our students is change, we must help each individual to have a broad, firm base of knowledge about himself and his environment and the world of work in order to make a realistic, individually meaningful educational and career education.

Teachers were encouraged to use career education as it related to their subject matter in three basic ways: resource speakers in the classroom tours for the students into businesses and industries, and a variety of activities in order to help the students make application of classroom knowledge to skills and attitudes needed in the outside world. It is estimated that approximately 1500 community people have been involved in the past three years.

A central career education library was developed. A listing of the materials purchased and available for both elementary and secondary levels is included in the appendix. The teachers checked these materials out for use in their classrooms as it related to their subject matter.

Special techniques used in the district in order to implement career education included in-service for teachers, slide presentations to parent and civic groups, as well as other methods described under section D.

Part D - Results and Accomplishments

Local Objective 1: To increase elementary student awareness of occupations and to provide attitudes requisite to careers in such occupations through a variety of classroom activities, curriculum development, and PTA involvement.

At the elementary level career education was integrated into the regular curriculum as it applied to the unit or lesson being presented in the classroom. This was done successfully through student field trips to businesses and industries, through resource speakers from the community coming into the classroom, and through a variety of teacher-originated activities for the students. Materials about jobs, workers, self and consumer concepts were available for supplemental purposes from the career education library. Staff members were available to suggest speakers, tours and materials as well as make the necessary scheduling arrangements.

Career education was not intended to be a new course and unit added to an already full curriculum. Rather it was considered the vehicle through which the current curriculum could be made more meaningful to students by relating their futures to their present school experiences. It was fused and correlated with all curriculum areas. This emphasis has brought new life into the classroom, enhanced the subject area, challenged the students and motivated the teachers and administration.

A variety of activities have been successfully implemented as the teachers tried to plan ways for the students to make comparisons between their school world and the work world. These various activities are described under Objective 6.

In order to develop an organized approach to career education and to provide some scope and sequence to the program, the elementary wheel was developed which included specific concepts for each grade level. (see following pages) A committee of teachers and principals combined efforts to write a career education curriculum for the social studies area. This was written to supplement the Allyn-Bacon Social Studies series, K-6. The curriculum was ready for field testing during the 1972-73 school year by all the elementary teachers of the district. The curriculum will be revised by a selected committee during the summer of 1973 to include teachers' suggestions and ideas. The costs for the 1973 workshop and the printing of the revised guide will be funded by district monies in order that the curriculum may be in final form for the 1973-74 school year.

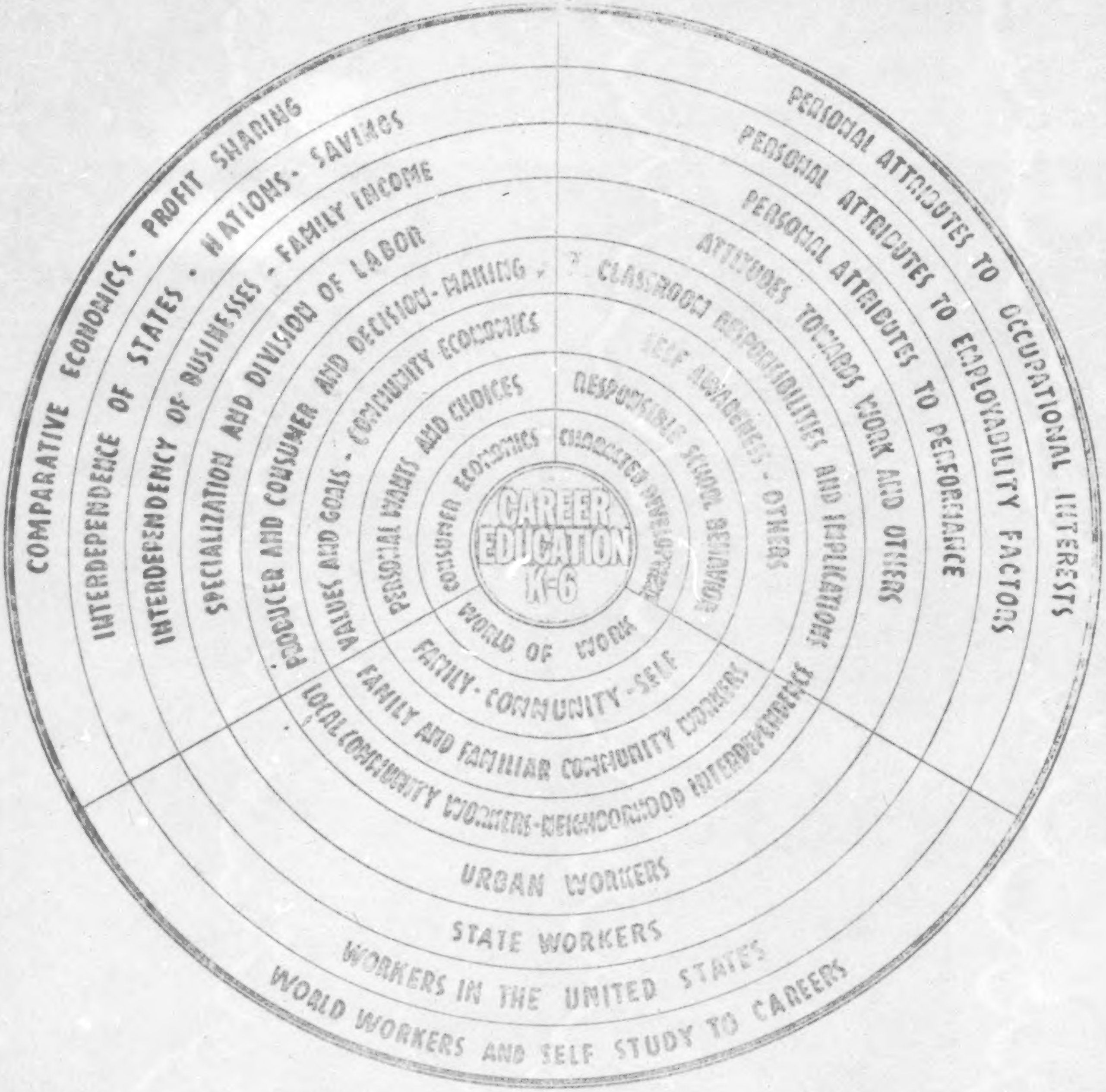
The career education curriculum for the fifth-sixth grade science areas was written by a teacher in the district for use during the 1972-73 school year. The curriculum was evaluated and will be left in the present form for continued use by the teachers.

An art curriculum which includes career education concepts was written by the district's art consultant. This will be in final form to be distributed to all elementary teachers for the 1973-74 school year.

A PTA pilot project at Broken Arrow Elementary School proved to be an effective means of providing resource speakers, especially parents, for the classrooms. The school's enrollment form included a question as to whether the parent would be willing to come in and speak about his or her job. A PTA committee entitled "Occupations" was appointed to compile the lists and several mothers acted on a volunteer basis to call speakers as the teachers requested them. This relieved our office of much of the responsibility for that school and provided an additional source of community people for the classrooms. Also, a career education staff member participated in the Region 8 PTA Conference during May, 1973.

Several effective means were found to create enthusiasm and provide help for the teachers. Staff members attended grade level meetings for the language arts and social studies areas in order that they might be readily available to provide assistance and suggest materials which the teachers could use for these curriculum areas. Faculty meetings were used to acquaint teachers with materials and possibilities of activities they might pursue for their classrooms. A newsletter entitled "Happenings" was sent out to keep teachers informed of projects throughout the district. Appointments were made with teachers to have "brainstorming" sessions in order to stimulate ideas and activities. And, of course, individual conferences with teachers were used consistently throughout the district.

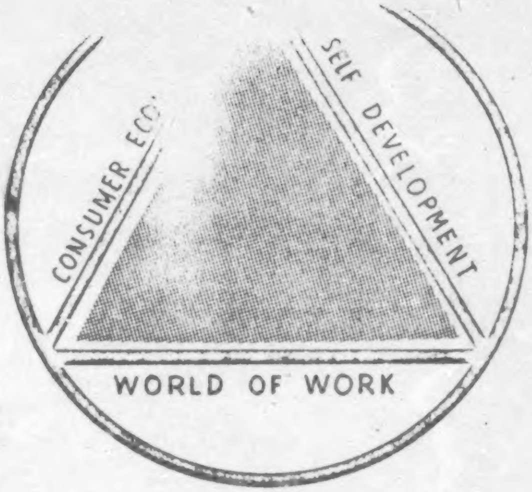
In order to effectively communicate the ideas that the elementary teachers had followed during the first 1-1/2 years of the program, an elementary career education activities booklet was compiled with credit given to each teacher whose projects had been included. This booklet was distributed to all elementary teachers within the district and to many other sites in Kansas. There are less than 10 of the original 400 booklets printed now on hand to be distributed. In order to provide opportunities for teacher education, many workshops were held which will be described later in this report.


CAREER EDUCATION K-6
COMPARATIVE ECONOMICS - PROFIT SHARING
INTERDEPENDENCE OF STATES - NATIONS - SAVINGS
INTERDEPENDENCY OF BUSINESSES - FAMILY INCOME
SPECIALIZATION AND DIVISION OF LABOR
PRODUCER AND CONSUMER AND DECISION-MAKING
VALUES AND GOALS - COMMUNITY ECONOMICS
PERSONAL WANTS AND CHOICES
CONSUMER ECONOMICS
PERSONAL ATTRIBUTES TO OCCUPATIONAL INTERESTS
PERSONAL ATTRIBUTES TO EMPLOYABILITY FACTORS
PERSONAL ATTRIBUTES TO PERFORMANCE
ATTITUDES TOWARDS WORK AND OTHERS
CLASSROOM RESPONSIBILITIES AND IMPLICATIONS
SELF AWARENESS - OTHERS
RESPONSIBLE SCHOOL BEHAVIOR
CHARACTER DEVELOPMENT
WORLD OF WORK
FAMILY - COMMUNITY - SELF
FAMILY AND FAMILIAR COMMUNITY WORKERS
LOCAL COMMUNITY WORKERS - NEIGHBORHOOD INTERDEPENDENCE
URBAN WORKERS
STATE WORKERS
WORKERS IN THE UNITED STATES
WORLD WORKERS AND SELF STUDY TO CAREERS

Lawrence USD 497

Elementary Career Education Concepts

MARY ASHBY
ELEMENTARY CONSULTANT



ELEMENTARY CAREER EDUCATION PROGRAM

WORLD OF WORK

K. Family, Community, Self
1. Family and Familiar Community Workers
2. Local Community Workers - Neighborhood Interdependence
3. Urban Workers
4. State Workers
5. Workers in the United States
6. World Workers and Self Study to Careers

CHARACTER DEVELOPMENT

K. Responsible School Behavior
1. Self Awareness - - Others
2. Classroom Responsibilities and Implications
3. Attitudes Toward Work and Others
4. Personal Attributes to Performance
5. Personal Attributes to Employability Factors
6. Personal Attributes to Occupational Interests

CONSUMER ECONOMICS

K. Personal Wants and Choices
1. Values and Goals - Community Economics
2. Producer and Consumer and Decision-Making
3. Specialization and Division of Labor
4. Interdependency of Businesses - Family Income
5. Interdependence of States - Nations - Savings
6. Comparative Economics - Profit Sharing

WORLD OF WORK

Kindergarten: Family, Community, Self

1. Recognize and identify the jobs to be done in a school.
2. Recognize and identify the jobs to be done in a home.
3. Identify and appreciate some civic and professional services in a community.
4. Recognize skills and/or desires within oneself that would relate to jobs in the school, home and/or community.
5. Recognize and comprehend the importance of self and other family members in school, home and community,
6. Recognize the importance of complying with the school's standard of behavior and begin to learn to assume responsibility within the classroom.
7. Recognize the importance of division of labor within the family.

First Grade: Family and Familiar Community Workers

1. Identify the familiar workers in each neighborhood.
2. Recognize that parents in their occupations are also community helpers.
3. Recognize that being a student is his present career.
4. Recognize that people have more than one job.
5. Relate basic skills of computation and communication to familiar occupations.

Second Grade: Community Workers -- Neighborhood Interdependence

1. Recognize that being a student is his present career.
2. Recognize that career selection may be based on a hobby.
3. Identify some of the attitudes, knowledge and skills needed to perform these occupations.
4. Begin to recognize that individuals need special training for most careers.
5. Recognize that positions are related within job families.

Third Grade: Urban Workers

1. Study and identify businesses and occupations and the interdependency of each.
2. Explore potential careers that develop from hobbies.
3. Compare and contrast job opportunities in communities.
4. Analyze the changing nature of career opportunities.
5. Examine the health and safety standards for workers in various occupations.
6. Recognize that similar jobs can be done in different businesses.

7. Analyze the contribution each worker makes to a given industry or business.
8. Recognize that basic skills developed in school have a direct relationship to preparation for the world of work.

Fourth Grade: State Workers

1. Recognize the similarities and differences of workers within the state.
2. Recognize the interdependence the state workers have with one another.
3. Examine qualifications needed by people in different jobs.
4. Examine the health and safety standards for workers in various occupations.
5. Recognize that goals and responsibilities within a job may vary or change.
6. Utilize mathematical knowledge to produce an item.
7. Recognize that a given skill or knowledge may be applied in a number of work situations.
8. Recognize that experience brings about a greater efficiency and skill within a job or related work activity.
9. Realize that health is a factor contributing to a worker's success.
10. Recognize a personal goal or aspiration and communicate it.

Fifth Grade: Workers in the United States

1. Recognize the interdependence of the regional workers throughout the United States.
2. Analyze hobbies in relation to careers.
3. Analyze the changing nature of career opportunities.
4. Examine attributes needed by people in regional occupations.
5. Recognize that certain jobs may fall within one job cluster.
6. Examine the process of getting and holding a job.
7. Examine how industries and jobs may change because of resources.
8. Recognize that jobs have vocabularies unique to them.

Sixth Grade: World Workers and Self Study to Careers

1. Examine occupations with respect to individual interests and aptitudes.
2. Evaluate individual performance for classroom and home jobs.
3. Explore in depth occupations which interest the individual student.
4. Analyze the changing nature of occupations.
5. Examine qualifications needed by workers in various jobs.
6. Relate the value of personality traits to doing a job.
7. Integrate computations skills, communication skills and design capabilities with production skills.
8. Become aware that most jobs are not as simple as they seem.
9. Explore jobs with cooperative sponsorship by community employers.

CHARACTER DEVELOPMENT

Kindergarten: Responsible School Behavior

1. Learn to assume responsibility within the classroom.
2. Comply with school standards of behavior.
3. Listen to and follow directions for doing various jobs in the classroom.
4. Encourage positive attitudes toward all work at home and at school.

First Grade: Self Awareness -- and Others

1. Learn to assume responsibility in the classroom.
2. Evaluate interdependence of workers when everyone has an assigned job.
3. Recognize that not all people have the same abilities or interests.
4. Discuss "attitudes" about work in which we participate at home and school.
5. Develop an awareness of one's own self-worth.
6. Develop an appreciation of the value of all occupations.

Second Grade: Classroom Responsibilities and Implications

1. Learn to assume responsibility for classroom jobs and recognize how this relates to worker's success.
2. Recognize that not all people have the same abilities or interests.
3. Learn to appreciate the value of school and home jobs.
4. Recognize that learning is a continuous process in all occupations.
5. Recognize the value of all occupations.

Third Grade: Attitudes toward Work and Others

1. Assume responsibility for classroom jobs and evaluate one's performance.
2. Analyze factors related to a worker's personal success.
3. Demonstrate acceptance of responsibility for self by moving within the school facility without supervision.
4. Analyze attitudes toward work at home and at school.
5. Develop realistic goals in light of interest and abilities. (lightly)
6. Develop healthy attitudes toward success and failure.
7. Develop healthy attitudes toward change in our society.
8. Evaluate the interdependency of workers in a work situation when everyone has an assigned job.
9. Recognize that others have worth with their special talents, interests, and personalities.

Fourth Grade: Personal Attributes to Performance

1. Analyze personal attributes related to employability factors.

2. Evaluate the performance of assigned jobs in the classroom.
3. Develop problem-solving skills in relation to everyday problems.
4. Develop self-evaluation of classroom performance.

Fifth Grade: Personal Attributes to Employability Factors

1. Explore interrelationships between attitude, ability, experience and performance.
2. Evaluate personal attributes related to employability.
3. Develop good health habits necessary to a worker's success.

Sixth Grade: Personal Attributes to Occupational Interests

1. Analyze personal interests and aptitudes.
2. Relate specific interests and abilities to occupations.
3. Relate the value of personality traits to doing a job.

CONSUMER ECONOMICS

Kindergarten: Wants and Choices

1. Begin to recognize nature of wants for goods and services.
2. Learn to assume responsibility for personal possessions.
3. Begin to appreciate the element of choice.

First Grade:

1. Recognize importance of goal-setting as a way of establishing priorities on personal and family needs (food, shelter, clothing).
2. Develop an awareness of the necessity for respecting and caring for the property of others.
3. Identify goods and services produced in the community.
4. Identify various rewards for performing work.
5. Learn to identify coins.
6. Examine the concept of taxes in relation to community services.
7. Begin to appreciate and comprehend the element of choice as a consumer.

Second Grade:

1. Learn to identify with role of producer and consumer.
2. Become familiar with concept of supply and demand.
3. Begin to learn to evaluate information available in decision-making.
4. Learn to make value comparisons with coins.
5. Expand on development of concept of taxes as a way of providing education, postal services, police and fire protection, etc.
6. Begin to recognize concept of savings as way to reach financial goals.

Third Grade:

1. Begin realization that the real cost of satisfying a want is the thing foregone.
2. Begin to appreciate role competition plays in relation to business and industry.
3. Analyze how specialization and division of labor affects the quality or quantity of goods produced.
4. Begin to develop concept of interest as relative to savings.

Fourth Grade:

1. Analyze and evaluate the contribution and interdependence of industries or businesses.
2. Analyze family income in relation to consumer choices.
3. Develop an awareness of the economic advantages of hobbies as a vocation.

Fifth Grade:

1. Develop concept of savings relative to business expansion.
2. Become aware of the specialization among nations.
3. Develop appreciation for the importance of world trade.
4. Recognize interdependence of ecomonic systems throughout the states and other countries.

Sixth Grade:

1. Examine the economics of other countries.
2. Learn to evaluate economics of other countries in relation to our own.
3. Become familiar with the concept of profit sharing - stocks and bonds.
4. Develop an awareness of individual family decision-making.

Local Objective 2: To encourage and assist in the adoption of the World of Construction, World of Manufacturing, and Materials and Processes as a permanent part of the junior high school program.

In order to establish the best industrial education program and to allow selective exploration of specific career areas. the following activities were organized.

With the help of federal funds, industrial education instructors from both the junior and senior high school were able to visit some of the outstanding programs in the area. Some of the programs visited were the I. A. C. P. in the junior high schools in the Shawnee Mission District in Kansas City. Both the junior high and senior high programs in Pittsburg, Kansas, were visited. Also, instructors visited the Greenwood Laboratory School of the Southwest Missouri State College in Springfield, Missouri, as well as the junior and senior high school programs at McPherson.

As a result of these visitations and discussions, the following courses were adopted for all three junior high schools of Lawrence. For the seventh grade, the I. A. C. P. course of World of Construction was adopted; for the eighth and ninth grades, two courses were adopted: the World of Manufacturing, an I. A. C. P. course, and Materials and Processes, a course being developed by our instructors using as a guide the course developed by Nelson Parke at Greenwood Laboratory School. The summer instructors will participate in a workshop to develop a lab manual for the course.

Local Objective 3: To encourage and aid in the development of the junior high home economics program by assisting in teacher utilization of career-related community resources, providing career-related instructional materials and encouraging on-going revision of curriculum.

The I. A. C. P. programs that were initiated in the junior highs in Lawrence in the fall of 1972 caused much excitement among involved parents, students, and faculty. This new approach to industrial arts as well as other factors lead to increased activity on the part of home economics teachers to revise the traditional home economics curriculum. In the fall of 1971, seven out of nine of the home economics staff were involved with nearly 60 other USD #497 educators in a graduate class on Occupations Education. Out of this class, five of the junior high teachers were identified to participate in a follow-up workshop held during the summer of 1972 to rewrite the junior high home living curriculum.

The home economics curriculum at the junior high school level has been planned around three courses. These are: (1) Designs for Living, (2) Teen Topics I, and (3) Teen Topics II. These are sequential in that each provides more depth of experience in selected areas than the one preceding it. These three courses were implemented in the fall of 1972.

"Design for Living" is a one-year required course at the seventh grade level. The units are short and designed for student involvement in exploratory activities. Each unit is intended to be an introduction to some facet of living which will arouse the students' interest and encourage them to pursue more study in depth at the eighth and ninth grade levels. Interwoven in each unit will be a study of career and consumer education along with the principles of management.

"Topics for Teens I" is an elective, one semester course for eighth and ninth grade students. This course is designed to help the student form more mature relationships with age mates and to acquire a set of values to guide his behavior. The course covers all areas of home living to provide a broader background of knowledge.

"Topics for Teens II" is an elective, one semester course for ninth grade students. Because the course is sequentially organized, "Teen Topics I" is a prerequisite for this course. The course is designed to help students accept themselves, prepare for a future family life and an occupation, and to further develop a value pattern to guide their behavior. (See home living wheel on following page.)

To facilitate the implementation of these courses that were adopted for the fall of 1972, the career staff assisted in locating resource speakers, setting up tours and helping with classroom activities for the various home economics departments in the district. Many materials have been made available to home economics teachers in the district through career education monies. Reactions have been most favorable to these materials and they have been used in the high school as well as the junior highs.

DO NOT FILM

[illegible] EXTENSION AGENT, SCHOOL COOK, STEWARDESS, [illegible] AND LIGHT HOME ECONOMIST, CATERER, VENDING MACHINE SALESMAN, FLORIST, [illegible] WAITRESS, TEST KITCHEN REPRESENTATIVE, COMMODITY FOODS REPRESENTATIVE, CAKE DECORATOR, INTERNATIONAL FOODS REPRESENTATIVE, CONSUMER SPECIALIST, F D A RESTAURANT MANAGER, CHEF, LUNCHEON SUPERVISORY AIDE, CAMP COUNSELOR OR DIRECTOR, ETCETERA.

FIELD TRIPS:

Spa. Haskell Kitchen. K. U. Food Service. Bakery. Dairy. Butcher. Grocery Store. Health Food Store. Coca-Cola Bottling Company. Stokley Van Camp. Foreign Food Restaurant. Frozen Food Distributor. Fruit Market. China Department. School Cafeteria. Etcetera.

SPEAKERS:

CHILDREN'S LIBRARIAN, FOSTER PARENT, HEAD START TEACHER, PEDIATRICIAN, RECREATION PROGRAM DIRECTOR OR AIDE, CHILDREN'S CLUB LEADER, PROFESSOR OF ELEMENTARY EDUCATION, ELEMENTARY SCHOOL COOK, MOTHER, SCHOOL NURSE, RED CROSS REPRESENTATIVE, HOSPITAL VOLUNTEER, CLASSROOM TEACHER AIDE, COUNTY HOME EXTENSION AGENT, PHYSICAL THERAPIST, NURSERY SCHOOL TEACHER, EMPLOYMENT AGENCY REPRESENTATIVE, ETCETERA.

FIELD TRIPS:

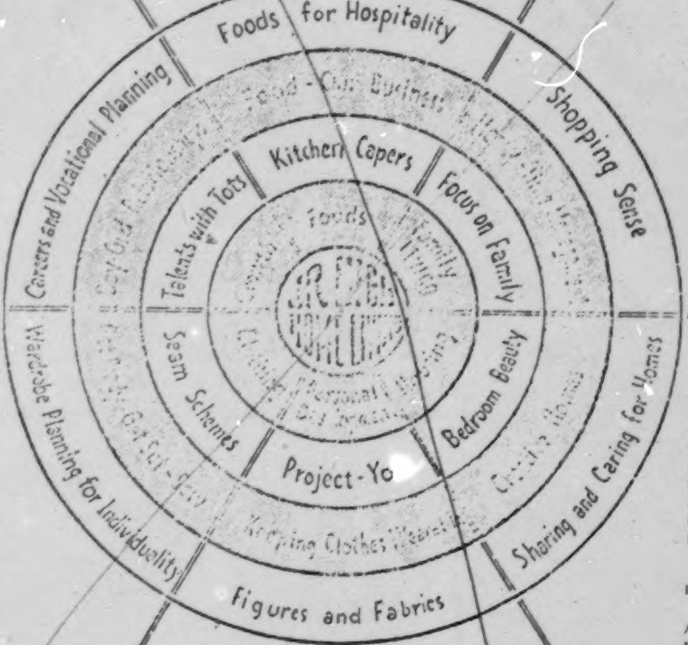
Day Care Center. Nursery School. Grade School. Childrens Clothing Factory. Childrens Clothing Store. Etcetera.

SPEAKERS:

SOCIAL WELFARE WORKER, HOME EXTENSION AGENT, SMALL WORLD REPRESENTATIVE, WELCOME WAGON, LIFE INSURANCE AGENT, PLANNED PARENTHOOD REPRESENTATIVE, CREDIT BUREAU REPRESENTATIVE, FINANCE COMPANY REPRESENTATIVE, MANAGER OF CREDIT DEPARTMENT, MARRIAGE AND FAMILY COUNSELOR, MINISTER, SCHOOL COUNSELOR, ADVERTISING LAYOUT DESIGNER, BANK REPRESENTATIVE, PARENTS, ETCETERA.

FIELD TRIPS:

Mental Health Clinic. Bank.


Foods for Hospitality
Shopping Sense
Sharing and Caring for Homes
Figures and Fabrics
Wardrobe Planning for Individuality
Careers and Vocational Planning
Food - Our Business
Keeping Clothes Wearable
Kitchen Capers
Focus on Family
Bedroom Beauty
Project-You
Seam Schemes
Talents with Tots
Foods
Family
Clothing
Personal Grooming
JR. HIGH HOME LIVING

SPEAKERS:

FASHION ILLUSTRATOR, MERCHANDISER, RETAILER, CLERK, WHOLESALE REPRESENTATIVE, TAILOR, SEWING MACHINE REPAIRMAN, WEAVER, TEXTILE PRINTER, PATTERN COMPANY REPRESENTATIVE, NOTIONS COMPANY REPRESENTATIVE, ETCETERA.

FIELD TRIPS:

Fabric Shop. Boutique. Clothing Factory. Clothing Retail Store. Etcetera.

SPEAKERS:

APARTMENT MANAGER, REAL ESTATE AGENT, ARCHITECT, MAID, CARPENTER, HOUSE BUILDER, CARPET CLEANER, APPLIANCE REPAIRMAN, HOME SERVICE REPRESENTATIVE, INTERIOR DECORATOR, JANITOR, PAINTER, UPHOLSTERER, EXECUTIVE HOUSEKEEPER, FURNITURE REFINISHER, ETCETERA.

FIELD TRIPS:

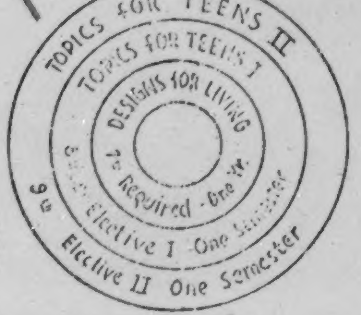
Antique Shop. Furniture Store. Linen Department. Garden Center. Low-Rent Housing. Florist. Housing for Elderly. Mobile Home. Used Furniture Store. Candle Making Factory. Craft Shop. Etcetera.

SPEAKERS:

BEAUTICIAN, COSMETOLOGIST, MANICURIST, PHYSICAL EDUCATION TEACHER, NURSE, MODELING SCHOOL REPRESENTATIVE, DENTAL ASSISTANT, HOME EXTENSION AGENT, DRESSMAKER, PHYSICIAN, ETCETERA.

FIELD TRIPS:

Dry Cleaners. Commercial Laundry. Beauty School. Modeling School. Etcetera.


TOPICS FOR TEENS II
TOPICS FOR TEENS I
DESIGNS FOR LIVING
7th Required - One Yr.
8th Elective I - One Semester
9th Elective II One Semester

Lawrence USD #497

Junior Highs' Home Living Concepts

Jr High Home Sewing Concepts

PAGES 28 OF THIS DOCUMENT WERE REMOVED PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE BECAUSE THEY WOULD NOT REPRODUCE IN MICROFICHE.

Local Objective 4: To support continued efforts and fund expansion of programs providing actual work experiences or specific skill training for students, including those students who may leave school before graduation.

A good percentage of the Lawrence school district's work-study programs existed or had their beginnings before the federal funding of the career education program.

Existing programs (outside the exemplary program)

	Average No. of students over 3 years
Distributive Education	15-20
Office Education	60-80 (doubled in a year)
Cooperative Industrial Training	10-20
Auto Mechanics	25-30
Data Processing	25-30

Special Education (high school)

During the spring of 1971, the Lawrence High School Work-Study Program for special education became involved in the vocational exemplary grant. The initial involvement was a one-quarter time teacher to serve as on-the-job training coordinator.

This special education program is designed to prepare the student for adult life upon graduation from high school. Emphasis is placed on the reinforcement of academic and social skills during the 10th and 11th grades. During the senior year, the emphasis for students is shifted toward work experience through supervised on-the-job training. The first project was a student operated "ditto service" which served the high school staff. This service has been continued up to the present.

The special education on-the-job training coordinator was employed full-time during the 1971-72 school year. To fill a training need in an employment area where frequent job vacancies exist, a laundry program was initiated. By 1972-73 the Lion's Laundry was responsible for laundering all towels and uniforms used by the athletic and physical education departments of the high school. Special education students operated the laundry on hour shifts, five days a week, from seven in the morning until three or four in the afternoon.

The duties of the special education OJT Coordinator have included the location, placement, supervision and evaluation of job stations for all high school EMR students. In 1971-72, the campus work enrollment was composed of 12 cafeteria workers, 8 laundry workers, one building maintenance worker and one ditto service operator. Salary ranged from 75 cents to one dollar an hour. Students worked for a period of one to two hours a day.

Eighteen students worked from two through eight hours daily on community job stations for OJT credit. They earned from $1.60 to $2.50 an hour. By the 1972-73 school year, the program and OJT Coordinator were funded out of local school district funds, and the same program was continued with increased enrollments.

TRADES

TRADES stands for Training and Related Academics Designed for Economic Success. This program was begun by the Lawrence schools in 1969. During the 1970-71 school year, TRADES was expanded with the help of the exemplary grant to include classes in teacher aides, part of maintenance, and pre-carpentry. The TRADES program was designed to meet the "special" needs of students who might be classified as having high potential for being school dropouts. In fact, several students have entered this program after having been school dropouts. TRADES is a full day, off-campus, "self-contained" program. Students have course work in language arts and the social sciences and a course related to their work area in the morning. In the afternoon, they are on-the-job in the community.

The sections of the TRADES program are:

	Approximate enrollment over 3 years
Food Service	18-20 students
Health Occupations	10-12 "
Educational Aides	15-18 "
Pre-Carpentry	12-15 "

During the 1971-73 school years, the teacher aides section continued to be funded with the help of exemplary monies.

HOUSE I

This project was developed as a coordinated work experience for as many high school groups as possible. It consisted of the planning and reconstruction required to renovate an older home for resale. The purchase of this house by the school was made possible through the cooperation of a school-community corporation known as PRIDE, Inc. Planning and drafting was done by architectural drawing classes. Interior decorating was planned by home economics classes, and landscaping was planned by landscaping classes in the agriculture department.

On-the-job work was done by pre-carpentry classes of the TRADES program. These students were paid by the profits realized from the sale of the house.

High School Industrial Education

At the high school, the state model for Industrial Education is being studied and modified to fit our situation so that it can be implemented in the 1974-75 school year. Currently, a graduate level course from Kansas State College of Pittsburg for 22 Lawrence secondary teachers is in session. These teachers are examining the Industrial/Practical Arts/Vocational courses at the high school. From this course. a committee will be selected to implement many of the recommendations from this course.

One new course adopted, Manufacturing Processes, is a definite departure from a traditional industrial arts course. It stresses the skills and practices used in modern industry to mass-produce a product. The course exposes each student to the many aspects of mass production beginning with corporation organization, selection of a product, design and development, tooling-up for mass production, production and assembly, and finally, sales and distribution of the product. Prerequisites for the course are one or more semesters of the following classes: Drafting, Wood Technology, Machine Tool Processes, Electronics, Welding, or Sheet Metal Fabrication. Last year's extremely popular product, a hanging lamp that sold for $50, required a knowledge of wood, metal and plastic processes, as well as electronics. The students paid dividends to the stockholders of the Lawrence High Lite Company after distributing the 50 lamps ordered.

A Community/Parent Advisory Council for the senior high Vocational/Practical Arts Program has been established. Potential members were contacted through letters and personal calls. Plans for their activities have been drawn up and tentative meeting dates established. Also, advisory councils for Vocational Agriculture and Vocational Auto Mechanics have been established.

Local Objective 5: To increase joint counselor/career education staff efforts in providing career information and career guidance to secondary students and to assess student needs through a follow-up survey of high school graduates.

Career Center

Through the efforts of a counselor and a career education staff member, most of the secondary level instructional materials purchased through exemplary funds were moved from the career education office to a special room off the high school library. This career center is open all day and a student aide is on duty each hour to assist students or teachers in finding materials. Available are a microfiche K-Viewer, a variety of audiovisual and reference materials, college and technical school catalogues, and free brochures concerning careers and training opportunities which are indexed by subject matter in small drawers for easy student access. A creative art student was enlisted to decorate the center to make it more attractive to students. The center has been advertised through the use of wall posters, announcements, and individual and group conferences with students and faculty. More exemplary monies have gone this spring to expand the materials available in the center.

Course for Career Center Aides

One major effort in this direction of increasing counselor/career staff efforts was directed toward assisting in developing paraprofessional training for student aides in the career center at the high school. A counselor and a career staff member joined a Kansas University school relations manager in touring Shawnee Mission Northwest for the purpose of observing their program involving paraprofessional student aides. Both the counselor and the career staff member felt that a similar course for students should be pursued for next year.

Career Fairs

Each of the three career fairs held so far have been offered to all secondary students in the district, and have been held from 7-9 p.m. in the evenings in the high school cafeteria. The career fairs have been designed to expose students to a broad base of occupations within a cluster or group of clusters, and participants from the community are asked to wear what they wear on the job and demonstrate and/or show examples of products or services with which their work is involved. Career fairs have included a Medical Career Fair, a Construction-Manufacturing Career Fair and a New Horizons for Women Career Fair.

Community involvement has been outstanding with an average of fifty (50) persons participating in each, but student attendance averaging about 300 at each fair has been lower than would have been projected.

Student participation would, of course, be higher if career fairs could be held during the school day, but business persons would be unable to participate. These fairs were an excellent means of getting the community involved and informed early in our program. Recently, efforts have been directed toward activities with larger student benefit per staff hours required.

Career Seminars

In order to help high school students learn more about alternatives open to them after high school and/or to evaluate their career choices in relation to the work experiences of someone pursuing that career, a career seminar series was begun. The speakers this year represented the careers which were the most frequent choices of students on a survey that has been taken in conjunction with the Explorer Scouts of America for the last few years. The series was scheduled bi-monthly as much as possible with a great deal of flexibility. This was due mainly to the busy and changing schedules of business representatives and we found that it was best not to schedule a session more than one or two weeks in advance in most cases. The seminars were designed to be small, informal, around-the-table sessions of ten to fifteen students, although attendance was sometimes up to twenty or thirty. As often as possible, the sessions were video-taped.

During the week before each session, students who had indicated an interest in that particular career on the survey, were informed by personal notices about the session. Also, written and public address announcements were made. Students who then signed up in the counseling office were sent call slips before the session so that they could be excused from class. Student response to this very individualized opportunity to talk to someone in their field of interest was extremely positive. Some results from informal and sporadic student evaluation forms of the speakers are included in the evaluation section of this report, although these do not include personal and subjective comments on the form or verbal reactions. Seminars were scheduled from December to March this year. It is recommended that this series be continued in the fall of next year.

Follow-Up

The need for a follow-up survey of our high school graduates was very apparent at the beginning or our program. First, information about potential members of the class of 1972 showed changes in a single class from 9th to 12th grade:

Statistics from Recognition
Spring 1969 and Graduation 1972

Total number of student 9th grade recognition -- 588

Students that did not graduate from above figure:

Moved out of state -- 42
Moved but in state -- 25
Still at LHS -- 3
Dropped -- 60
Correspondence -- 3
Continuing Education -- 6
G. E. D. -- 2
Service -- 3
Deceased -- 4
Total -- 148 148

440

New students that moved in after 9th grade and graduated 78
Total number to graduate in Class of '72 518

Percentage of drops from 9th grade recognition 11%

Percentage that moved away after 9th grade 10%

Total number of student in 9th grade recognition and new students moving in after completion of 9th grade 666

Then, one of the high school counselors did an independent study project for graduate credit from Kansas State University involving a five-year follow-up of the class of 1971. The results of the first year are on the following page.

FIVE-YEAR FOLLOW-UP STUDY
Lawrence High School
Class of 1971

On May 20, 1971, 478 out of 500 seniors in the class of 1971 were given a short questionnaire on what they planned to do after graduation. The following are the results from the questionnaire:

Plan to attend a four-year college	283	59%
Plan to attend a two-year college	23	5%
Plan to attend a Business or Trade School	29	6%
Military Service	15	3%
Full time employment	115	24%
Military Academy	1	-
Not certain	13	3%

On October 15, 1971, a second questionnaire was sent to the members of the class of 1971. Four hundred and one (401) students responded. The following are the results of the second questionnaire:

Attending a four-year college or university	247	62%
Attending a two-year college	10	2%
Attending Business or Trade School	15	4%
Military Service	10	2%
Married Housewife	14	4%
Unemployed (looking for work)	11	3%
Full time employment	94	23%
Total number returned questionnaires	401	

Jobs of employed graduates (breakdown):

Assembly Line Worker	3
Bank Teller	3
Barber	1
Bell Telephone Service	5
Carpenter, construction, heavy equipment	12
Cook, Waiter, Waitress	16
Data Processing	1
Farmer	7
Hospital Attendant, Nurse aide	3
Printing	3
Railway Service	2
Research Assistant	1
Repairman - Auto, electrical	7
Reporter (Credit bureau)	1
Sales Clerk, Checker	28
Secretary, Typist, Receptionist	25

Out of the 94 responses from the employment questionnaire, there were 118 job descriptions given. This means that some of the people have had more than one job.

Local Objective 6: To encourage curriculum options in career education for state-wide use by encouraging particular teachers or groups of teachers to be involved in pilot projects.

The following are special projects which have been successfully tried in the Lawrence schools. Many of these projects have been done as part of the regular curriculum in social studies or have provided an interdisciplinary approach to all areas of study. Once these were developed and used, the projects have been used as models for curriculum options for teachers across the State in accordance with the original proposal.

Elementary Career Days

In order to expand the variety of occupations to which students would be exposed in the classroom, teachers in the district, Grades 1-6, have implemented career days. Between four and five resource speakers from the community were scheduled at one time for a one-hour time block. The students chose to see a designated number of these people during this one-hour block depending on the time schedule established.

The speakers shared such information as education needed, training, tools used, clothes worn, hazards, personality needed, and hours worked. Then the students either had questions written out or asked them as the occasion arose. As a follow-up activity the students then wrote thank you letters to those speakers they had heard. These career days were scheduled at the discretion of the teachers either monthly or bi-monthly.

Mass Production, Factories, Corporations

A variety of activities illustrating mass production and the free enterprise system were carried out at various levels throughout the district. The basic objectives were to introduce the advantages of the free enterprise system and assembly line concepts such as: fewer skills being required, cooperation needed, boredom as part of a job, good workmanship needed, and attitudes required for a job.

A very simple project was the paper house assembly line. Two class groups competed in the making of paper houses to see who could make the most houses in a given amount of time. This project has been done from grades 2-6.

A more complicated project at the 4th grade level was mass producing doorstops or birdhouses. The students presented ideas to the entire class, one project was chosen, and committees were appointed to cover advertising, packaging, production, personnel and communications, and research and development. Flow charts for job distribution were set up, time cards were kept, total production costs were tallied, and the product was mass produced.

In a 6th grade class two companies were formed. Two boards of directors were chosen who named the companies, decided on the product, and the method by which company stock would be sold to the class. The motivating factor was that the company who made the most profit could absorb the profits of the other company and choose the final project. Again, packaging, advertising, employment, production and sales were part of the total project. The class made enough money to return the amount of stock sold to each student plus pay a dividend.

Another class set up six factories in their classroom. The class voted for the chairman of each factory who in turn hired his own employees, evaluated performance of his workers, and determined the needs of the factory. Capital for this project was obtained through the borrowing of $25 from a local bank. Special problems were solved through regular meetings of the board of directors. Again, similar concepts were developed as in the above projects. The students in this classroom as in a similar one, made enough money to pay back their loan and purchase the item they had originally projected.

In one junior high social studies class, students learned about free enterprise. Students individually or in small groups planned, produced, advertised and marketed their own products. Many attractive and clever handicrafts were the result. With other classes and parents as real consumers, a wide range of demand and thus profits existed.

There were a number of additional ways this particular concept of free enterprise and the industrial revolution was developed in many classrooms. The teachers who did these projects consistently felt the students had gained in many subject areas. The concept of self, necessary working attitudes, and cooperation were stressed and demonstrated in the units. Community resource people, tours and supplemental career education materials were an integral part of these projects and added greatly to the students' knowledge.

Mini-Workshops or WOW Days

Students were divided into interest groupings in order to explore various occupations and/or leisure time activities. The length of the workshop was 4-5 weeks with individual groups meeting once each week for 1-1/2 hours. During this time period each group was able to participate in learning activities through resource personnel, field trips, audio-visual materials and activities.

The use of student teachers and parents helped to keep the groups small and increased the number of offerings. During these sessions the students studied such areas as:

Photography
Model Rocketry
Oceanography
Carpentry
Sports
Music
Theatre
Cooking
Communication
Dramatics
Stewardess
Aviation
Sewing
Mechanics

This particular project was used in grades 1-6 for several blocks of time at the discretion of the teachers involved.

Mini-House

This was a year long project for a 6th grade class for the school years 1971-72 and 1972-73. A specific time was set aside each week to involve the students in the project of planning, drawing, building and decorating a model house to be donated to the primary department. Many occupations connected with house building were brought in to supplement and complement the study. To decorate the plywood house, scraps of wall paper and carpet were used. Furniture was made from egg cartons and cardboard. This was one of the few projects funded by exemplary monies.

Outdoor Education

Several classes have participated in an outdoor laboratory at Lone Star Lake near Lawrence. In two or three days (and nights) all subject areas and many resource persons are combined into a learning experience. A comprehensive schedule of all activities and speakers is sent home with the students prior to the campout. Also included in this are objectives for the trip. A variety of activities included in this were:

1. Going with a geologist to locate fossils or "fascinating finds."
2. Painting nature pictures with help from a local artist.
3. Looking at constellations with help from an astronomer.
4. Thinking about their futures in the world of work during a quiet time with direction from the teacher.

5. Talking about "Trapping" and "Wild Animals" with an ecologist.
6. Watching a marine biologist taking plankton from the lake and looking at it under microscopes.
7. Planning and presenting special lessons to their own classmates on such topics as: How to measure the height of a tree; Birds; Aquatic life. (Either individually or in groups.)
8. Planning menus (ahead of time) and figuring costs involved.
9. Having the parents in for a pot-luck dinner one evening.
10. Having a local rock band, magician, or other entertainment for the parents and students during the pot-luck dinner with these people as invited dinner guests.

On The Job With Parents

The objectives of this project were to familiarize the students with the parents' jobs, increase communication between the student and parent, and broaden the base of students' knowledge of occupations.

The 6th grade students went out on the job with their parents for either 1/2 or 1 day, depending on the discretion of the teacher. To prepare the parents, a letter was sent home explaining the objectives of the activity, the procedure and the follow-up intended.

The students prepared questionnaires prior to the visitation so that they could make comparisons about the different jobs visited. This included questions about the hours, educational requirements, responsibilities, physical abilities, benefits, hazards, etc.

When it was not possible for the student to go with a parent, business people took the students for 1/2 day. It was a mutually rewarding experience.

Students took cameras and made a pictorial account of the visit. Some took tape recorders and recorded sounds of the job. Students brought back items from the job to be used during their oral reporting to the class. Other students wrote up their reports and combined them into scrapbook form for the school library.

This particular project always proved to be highly beneficial for the students and enjoyed by all.

Simulated Community

A staff of 13 teachers and 300 students participated in the Simulated Community during March and April, 1973. Dr. Richard Schusler, School of Education, University of Kansas, directed the game which culminated a year of planning and involved 20 college of education students over the 1972-73 school year.

The simulated community involved a supermarket, post office and bank. Students were issued checks to be cased at the bank each week. Letters were written within the school with stamps purchased at their post office and these were distributed within the school to each room. The supermarket included actual food materials sent from major food companies, with shelves, shopping carts and cash registers loaned from Kroger Food Center.

The students participated in the community by simulating the different job roles required in the community. They realized that each job was needed for the efficient functioning of the community regardless of the "status" involved.

As an integral part of the study of the community, at least six resource persons spoke to each classroom from one of the specific businesses involved. At the close of the simulation games, each class went on two tours into one of these businesses. This continued to be a learning experience for the students for the remainder of the year as teachers made references to activities within the game or had additional related activities for the students.

A pre-test and post-test were administered to each class in order to determine changes in cognitive level. The results are listed under Part E: Evaluation.

South Job Visitation

On April 11, 1973, 220 ninth grade students from South Junior High went on the job of their choice for a full day. Business persons in the community were asked to participate by either a career staff member or the counselor at South Junior High. Business stations were chosen for students based on job-choice questionnaires filled out by students nearly three months earlier.

Teachers were able to build on this experience in their classrooms during the remainder of the school year through career units.

sharing activities, etc. Out of the 220 students participating in this experience, 212 of the students definitely thought that this activity should be continued for next year. Interestingly enough, nearly 50% of the students changed their minds during their on-the-job experience as to what occupation they were interested in for their future.

High School Science Students as Resource Speakers

During the spring, 1972, arrangements were made with the Museum of Natural History, University of Kansas, to provide training for ten high school science students. The students made application for the grants which were partially funded by exemplary monies. They were chosen by their high school instructors on the basis of achievement, interest and dependability.

These students worked with the Museum during the summer, 1972, in their particular field of interest. They each prepared a critique of themselves, a presentation in their area to be made to elementary classrooms, and specimens which would be taken to the classrooms. Several were ready to begin making presentations by the middle of the fall semester.

Arrangements for the students to come into the classrooms were made through the career education office. Five students actually prepared sufficiently to go into the classrooms.

During the year, 32 presentations were made to 50 classes, grades K-6. The response of the students and teachers was always very enthusiastic after the high school student had made his presentation. They were very well received throughout the district.

The topics the students presented were Snakes, Amphibians, Spiders, Lizards and Ornithology. One high school student participated in two sessions of outdoor education days by helping the students locate spiders during the evening hours.

This particular project not only added an additional source of speakers for the elementary classrooms, but also added to the knowledge, expertise and communication skills of the high school students.

Central Junior High Career Class

For one nine-week period at Central Junior High School a Career Education Activities pilot project was developed. The purpose of the project was to inform students about procedures used in applying for a job. The ideas developed in the project would be adapted for the classroom.

The pilot project was run with the help of the counseling office at Central. The project was conceived and developed by a career education staff member and a counselor at Central. Eight freshmen students were taken out of their social studies classes, and were given extra credit to meet in the group one hour each week. Employers from various businesses were called in from the community for each activity.

The activities included were: (1) group discussion about work and school, future goals and personal interests. (2) employment agency visit--the students were shown the services that the agency offered and also tips for applying for a job. (3) filling out an application--a resource person came in with applications used by his business and helped the students fill them out. He also told the students the things he expected and liked to see in a prospective employee. (4) video-taping an interview situation--the resource person acted as the employer from a business and the students role played applying for a specific job. The employer had looked at his application and then asked several basic questions to get to know the prospective employee. After each student was interviewed, the videotape replayed each student's interview and the resource person offered constructive criticism. The students felt this was the most rewarding of the activities. (5) job visitation by students to various jobs they were interested in learning more about. (6) student evaluation of the project.

The evaluation was not a scientific one but still students' responses to the project were quite critical and most worthy. They felt the project was of great benefit because the things they had learned they could carry with them the rest of their life. They thought some of the activities such as the application activity and the interview session could easily be adapted for classroom exercise. They felt this was the type of career education they were looking for--something practical!

Rent-A-Kid Part-time Job Program

"One real measure of the success of an educational program is the ability to help students to live harmoniously with other people. If our schools are to meet their responsibilities the thinking and behavior of students, as well as their educational and vocational planning must be considered. Such aims should recognize and reconcile individual and social needs, allow for creative expression and at the same time be socially effective and constructive."

As a means of obtaining this goal a counselor at Central Junior High in 1972 developed a Rent-a-Kid Part-time Job Program. The objectives of the program are to give students a chance to: (1) earn spending money, (2) learn how to work for other people, (3) learn how to accept the responsibility of a job, (4) learn how to negotiate with adults about jobs, working agreements and pay, (5) help build better school-community relations, (6) help build better adult-student relations, (7) participate in a worthwhile activity after school and on weekends, (8) better understand the community in which they live (9) be introduced to the world of work as a student.

Other goals of the program are: The students do various kinds of jobs such as yardwork, babysitting, washing, cooking, typing, tire repair, housework, animal care, hay baling, errands, ironing and various other jobs. The students make work agreements with the person hiring them. The program has more than 90 kids working at various jobs after school. The counselor has said "that the Rent-A-Kid Program helps students build confidence in finding jobs, since many of them had never worked for anyone other than their parents." He also said "that at this age some students are bashful and didn't know how to look for a job."

Steppingstones - Steps to the Future

At West Junior High a new career education slant was added to an already new program called Steppingstones. In this program (Steppingstones) approximately 600 students were placed in interest groups and met one hour a week for a four-week session. Many of the first classes offered revolved around leisure time activities and crafts with a sprinkling of career related offerings (i. e. cycling, tennis, golf, fishing, camping,macrame, chess, knitting, computers, modern dance, modeling and interior decorating. One four-week session in February and March of 1973 was entirely devoted to careers. Over 120 speakers and/or tours were a part of the program.

A list of the courses offered and their activities follows. With the help of all school personnel, student teachers and parents, smaller groups were possible and transportation more feasible. Evaluation of the project is in Section F.

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STEPPINGSTONES COURSES

- Advertising & Communications-(12)*
  - Trips: Film Corporation
  - Radio Station
  - Cable TV Station
  - Newspaper
- Auto Service & Transportation-(17)
  - Walk to Service Station
  - Wrecker Truck Driver
  - Van Lines Driver
  - Trip to Car Dealer
- Art-(40)
  - Commercial Artist*
  - Cartoonists (2)
  - Ceramics Shop Owners (2)
  - Sculptor & Illustrator
- Biology-(40)
  - Herpatologist
  - Marine Biologist
  - Entomologist
  - Veterinarian
- Business Management & Consumer Finance-(7)
  - Real Estate
  - President - Small Business
  - Insurance Salesman
  - Trip - Personnel Manager Large Co.
- Chemistry -(7)
  - Trip to Water Treatment Plant
  - Chemical Engineer
  - Trip to Drug Research Corporation
  - Trip to Hospital Laboratory
- Clerical and Office-(25)
  - Walk to bank
  - High School Office Education Panel
  - Executive Secretary
  - Walk to Architect's office (Office Manager)
- Computer Training-(17)
  - Trip to district Computer Center
  - Walk to grocery store Computer Oper.
  - Computer Programmer (University)
  - Trip to warehouse Computer Oper.
- Construction-(24)
  - Electrician
  - Heating and Air Conditioning
  - Carpenter
  - Trip to house sites
- Electronic Service-(12)
  - Radio and T.V. Repairman
  - Walk to stereo shop
  - Recording Technician (cut record)
  - Trip to Telephone Co.
- Engineering-(10)
  - Electrical Engineer (University)
  - Chemical Engineer (University)
  - Trip to Farm Chemicals Corp.
  - Civil Engineer (firm)
- Entertainment and Recreation-(40)*
  - Parks & Recreation Director
  - Walk to motel
  - Walk to bowling alley
  - Films
- Sports-(60)*
  - Baseball Coach (University)
  - Pro-Football & Basketball Players
  - Track Athletes (University)
  - Basketball Coach (University)
- Fashion Design and Merchandizing-(20)
  - Design contest
  - Clothing shop manager
  - Walk to small shop
  - Fabric store manager
- Forestry-(14)
  - Extension Forester
  - City Forester
  - Landscaping-Extension
  - Trip to Nursery
- Elementary Teaching-(42)*
  - Teacher Aide Instructor/Special Education Teacher
  - Language Arts Consultants/Primary and Intermediate
  - Free movement teacher
  - Observation - 2 schools
- Food Service-(8)
  - Trip to Pizza Hut
  - Trip to McDonald's
  - Trip to grocery store
  - Trip to Mexican Restaurant
- Farming-(6)
  - Trip to ranch
  - Trip to feed store
  - Manager Hog Plant (slides)
  - Trip to Nursery
- Floristry-(6)
  - Trip to Garden Center
  - Walk to Florist
  - Terrarium Demonstration
  - Making Terrariums
- Homemaking Related-(4)
  - Design contest
  - Day Care Center
  - Hospital Dietician
  - Manager fabric store
- Interior Decorating-(10)
  - Trip to Interior Decorating Firm
  - Trip to Mobile Home Firm
  - Upholstery Demonstration
  - Interior Decorator
- Law Enforcement-(17)
  - FBI Agent
  - Highway Patrolman
  - City Policeman
  - Assistant Attorney General
- Law and Government-(14)
  - Legal Aid Lawyer
  - City Manager
  - Former State Speaker of the House
  - Assistant Attorney General
- Medical-(44)*
  - Ambulance Driver
  - Radiologist and Nurse
  - Lab Technician and Physical Therapist
  - X-Ray Technician and Pharmacist
- Performing Arts-(30)
  - Actor/T.V. specialist
  - Rock Band Leader
  - Author
  - Folksinger
- Photography-(22)*
  - Parent conducted 4 sessions
- Space and Aviation-(35)*
  - Pilot
  - Trip to Space Technology Bldg. (University)
  - Trip to Airport
  - Parachutist

* - 2 adult sponsors

Local Objective 7: To increase teachers' knowledge of occupations, educational opportunities for youth, and techniques for implementing career development by providing channels for in-district communication and encouraging opportunities for teacher in-service and summer workshops.

In-district Communication

In-district communications have proved to be a valuable source of information and incentive for the Lawrence teachers. The district newsletter entitled "Soundtrack" gave credit frequently to Lawrence teachers who had participated in special career education activities in their classrooms. The elementary newsletter "Happenings," which was sent to each elementary teacher and administrator, contained ideas, classroom news from around the district, and current available materials. The "Consumer News" contained pertinent information as well as suggested activities for the classroom and was sent to each school, grades K-12.

In-service

In-service as a necessary component of a new career education program has been very evident in Lawrence. Through the generous cooperation of Kansas State University in Manhattan and now at the University of Kansas in Lawrence, we have been able to give the teachers an opportunity to work for graduate credit through in-service workshops and courses. We see in-service as an opportunity for teachers to integrate career education concepts into their thinking, learn more about community resources, and work on curriculum development for their classrooms.

Also, in-service for local district teachers was provided on specified in-service days on a regular basis at both elementary and secondary levels. Those specific courses which have been a part of the development of the career education program here in Lawrence are as follows:

Occupations Education Class: During the fall semester of 1970, a class from Kansas State University was conducted in Lawrence with 26 persons enrolled for credit. These included teachers, counselors, and principals on both elementary and secondary levels. Several community patrons assisted in the class, but only one enrolled for credit. The objective of this class was to set up the framework for the development of a career education program in Lawrence. Much of the work was accomplished in these committees: Elementary World of Work, Facilities, and Public Relations.

Spring, 1971 Problems Class: Nine teachers enrolled for further credit from Kansas State University. They enrolled in the course entitled "Problems in Occupations Education." The teachers developed projects for their classrooms which could be used as models in Lawrence and across Kansas.

World of Work Workshop: (June, 1971) Thirty-two elementary teachers and principals from all grade levels and schools participated in our first career education workshop. By staggering four small groups during the week, each participant was able to hear two resource speakers, take two tours, and spend two days with instructional materials and curriculum development. On the last day the entire group went on a bus tour of the community. Each teacher developed a project for the classroom, and through sharing, took many ideas back to the classroom.

Consumer Education Workshop: (June, 1971) Thirty-five elementary and secondary educators participated in this one-week workshop. Interesting resource speakers were heard all week on the subjects of: low income families, advertising, credit unions, banking, stocks, consumer fraud, protection services including the FDA, and career education. Each person developed a project for the classroom.

Occupations Education Class: (Fall, 1971) Sixty elementary and secondary personnel participated in a graduate class for three hours each Thursday evening for 14 weeks. Participants received three hours of graduate credit from Kansas State University. Activities of the class included:

Lectures by faculty of the Department of Adult and Occupational Education, K. S. U.
Speaker on "Positive Self-Image"
State Department Speaker on "Writing Behavioral Objectives"
Presentation by other state career education programs
Released time for visitation of career education library
Tour to Area Vocational-Technical School
Released time to attend Careers Fair for secondary students
Released time for Mini-tours to businesses after school
Panel on Post-High School educational opportunities
Sharing and Projects

Weekend Workshop: (March, 1972) Teachers received one hour of graduate credit and participated in many hours of group dynamics related to career education directed by Kansas State University staff.

Also, preview presentations on two workshops were given. Thirty-three teachers participated.

Social Studies Elementary Curriculum Development: College credit from Kansas State University was given for the work done by 16 teachers and administrators on the development of the social studies career education curriculum. This work was completed over a 15-week period, with regular bi-monthly class sessions to compare completed work and share problems. Much of the work was completed in a small-group grade-level session or on an individual basis.

World of Work Workshop: (June, 1972) Thirty-two teachers received one hour of graduate credit for one week of activities in the morning. This workshop was directed toward teachers with less than three hours credit in career education.

Format:

1. Group Dynamics directed by K. S. U.
2. Presentation by Lawrence teachers of career education activities in their classrooms. Slides of activities in the district. Review of Career Education library and other materials.
3. Development of careerpacs directed by K. S. U.
4. Teacher tours and resource speakers presentations.
5. Demonstration by elementary students of projects Sharing and Evaluation.

Simulation Learning Workshop: Twenty-five teachers in grades five through nine attended a two-week afternoon session for two hours graduate credit during June, 1972. Dr. Richard Schusler, Kansas University, conducted the activities for this "funshop". The format was as follows:

Week 1: Introduction and rationale for games.
Examination and experimentation with games already developed.
Week 2: Development of career education games for the classroom.

This particular workshop was so well received it will be repeated during the summer, 1973.

Economic Education Workshop: During June, 1972, twenty-four teachers received three hours of graduate credit for the three weeks of afternoon sessions. This workshop was co-sponsored by the Kansas Council of Economic Education and the University of Kansas. The emphasis was on the relationship of the economic world to the world of work and the consumer's world. Format for the workshop:

Week 1: Economic Concepts, Dr. Olson, K. U.
Week 2: Curriculum Development, Dr. John Guenther, K. U.
Week 3: Curriculum and Materials, Mr. Vincent Patrick, Tulsa School District, Tulsa, Oklahoma

Each teacher developed specific consumer and economic units for their classrooms. Because of the interest expressed, this workshop will again be available for teachers during the summer, 1973.

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CAREER EDUCATION : INTERDISCIPLINARY FORUM
FOR : SECONDARY EDUCATORS

* *

Friday, November 10 and Saturday, November 11
Lawrence High School -- Lawrence, Kansas

* * *

Schedule of Activities for Friday, November 10, 1972.

12:00 - 1:00 REGISTRATION -- Lawrence High Cafeteria

1:00 - 2:15 OPENING SESSION -- Special Guests: Drs. Kendall, Scannell, Rumbaugh and Meisner, Mr. Rawls and Mr. Williams. Keynote Speaker: Dr. Robert Childers, Atlanta, Ga. -- Topic: "Interdisciplinary Approaches to Career Education."

2:15 - 2:30 BREAK

2:30 - 3:15 CHOICE OF INTEREST GROUPS: Session #1-Consultants

1) Consumer Economics & Career Education- Dr. Emerson Hazlett- Kansas State University.
2) Simulation Learning in Career Education- Dr. Richard Schusler- University of Kansas
3) Environmental Career Education- Mr. Ralph Hazel- Lawrence, Kansas
4) Utilizing Community Resources- Dr. Cliff E. Helling- Robinsdale, Minnesota
5) Career Education Work Experiences- Mr. Glen Rask- Kansas State University
5) Self-Image in Career Education- Dr. Clark Milsom- Hugoton, Kansas
7) Media and Career Education- Mr. Neal Fenter- Lawrence, Kansas
8) Individualized Learning for Career Education- Mr. Dave Clapsaddle- Wichita State University
9) Mini Courses Related to Career Education- Mrs. Norma Harrod- Lawrence, Kansas

3:20 - 4:05 CHOICE OF ABOVE INTEREST GROUPS - Session #2

4:10 - 4:55 CHOICE OF ABOVE INTEREST GROUPS - Session #3

5:00 - 6:15 OPTIONAL BREAK OR GENERAL INTEREST AUDIO-VISUAL PRESENTATIONS

6:30 - 9:00 BANQUET & PROGRAM: Lawrence High Cafeteria (Meal cost-$4.00)
Speaker: Mr. Charles Nichols, Minneapolis, Minnesota
Address: "Career Education- Top Priority in U.S. Education."

Schedule of Activities for Saturday, November 11, 1972.

8:00 - 9:30 PANEL -- Moderator, Mr. J. Lester Hooper, Clay Center, Kansas

1) The School and Public Relations.- Dr. Bert Caruthers- Kansas City, Kansas
2) Making Career Education Work in Secondary Schools.-Miss Mollie M. Shook- Raleigh, North Carolina.
3) Career Education: Content to Process, Support Systems to Core Programs- Dr. Cliff Helling- Robinsdale, Minnesota
4) Career Ed.'s Evaluation & Accountability- Dr. Robert Childers- Atlanta, Georgia

9:30 -10:00 BREAK

10:00 -12:00 SUBJECT AREA GROUPS -- Consultants & Facilitators

1) Language Arts & Foreign Languages-Miss Nancy H. Smith, Dallas, Texas, assisted by Mrs. Joyce Dana
2) Social Sciences- Miss Mollie M. Shook- Raleigh, North Carolina, assisted by Mrs. Sandee Crowther.
3) Mathematics- Dr. Cliff Helling- Robinsdale, Minnesota, assisted by Mr. Harold Ohmart.
4) Practical/Vocational/Industrial Arts- Dr. Robert Meisner- Kansas State University, assisted by Mr. Max Stalcup.
5) Science/Health/Physical Education- Mr. Charles Reidlinger- Johnson County Community College, assisted by Mr. Ken Highfill.
6) Cultural and Fine Arts- Dr. Patsy Bolen- Dallas, Texas, assisted by Mr. Larry Williams.
7) Administration, Counseling & Other General Services- Dr. Robert Childers & Mr. Dave Clapsaddle, assisted by Dr. David Kendall.
8) Elementary Level- Mrs. Mary Kosier- Newton, Kansas, assisted by Mrs. Sally Johnson.

12:00 - 1:00 CATERED BOX LUNCH ($1.50)

1:00 - 3:00 SUBJECT AREA GROUPS-- Practical development and write up of each group's career education ideas (community resources, speakers, tours, materials, approaches, etc.)

3:00 - 3:15 BREAK

3:15 FORUM WRAPUP - Dr. Childers and Evaluation by Participants

4:00 ADJOURNMENT

All participants in the complete forum may receive one hour of graduate credit from Kansas State University (cost $22.00).

* * * *

Sponsored by: Kansas State Department of Educat[illegible], Kansas State University, The University of Kansas and Lawren[illegible] [illegible]ied School District No. 497.

Hosted by: Lawrence Unified School Di[illegible] [illegible]wrence, Kansas.

Coordinators: Mr. [illegible]

Local Objective 8: To further develop school/community and public relations by presenting programs to civic groups, seeking continual news media coverage of career education activities, and increasing teacher utilization of career-related community resources.

Presentations

Many programs on Lawrence Career Education have been presented to or are scheduled for civic and parent groups. (see below) A sound filmstrip is currently in process of being developed with the help of the State Department of Education in Topeka. We also have a slide-tape presentation which can be sent to requesting school districts describing career education activities and philosophy of the Lawrence program.

School-Community
Presentations by Career Staff

April, 1971	Parent Teacher Curriculum Committee	30
August 31, 1971	District Public Relations Committee	20
September 21, 1971	Innovative Education Committee	25
September 21, 1971	Optimist Club	25
December 16, 1971	Kiwanis Club	100
January 19, 1972	Board of Education	50
January 26, 1972	Woodlawn PTA	50
January 31, 1972	Pinckney PTA	75
February 3, 1972	Permanent Advisory Council on Curriculum	35
February 14, 1972	Rotary Club	95
February 28, 1972	Schwegler PTA	175
April 18, 1972	KLWN Radio Show	
April 20, 1972	KLWN Radio Show	
November 10-11, 1972	Career Education Forum	110
November 14, 1972	KLWN Radio Show	
November 27, 1972	Sunflower Cablevision Presentation	
December 6, 1972	KANU Radio Show	
February 13, 1973	Sertoma Show	60
March 30, 1973	Trip to see Dave Owens, Lieutenant Governor	
April 10, 1973	High Noon Club	30
June 4, 1973	Dinner Optimist Club	15
June 5, 1973	Bsuiness and Professional Women	50

News Media Coverage

Lawrence Career Education has received excellent news media coverage. This has been due in large part to a concerned and involved community as much as to career staff efforts. Over the past 2-1/2 years, over 50 newspaper articles have been published covering career-related activities in the schools. KLWN, the local radio station, has provided excellent coverage of career education related events. The career staff has been asked repeatedly to be interviewed on radio shows for the purpose of updating the listening public on various aspects of career education. The local television station (cablevision) has also covered career education activities in Lawrence.

Chamber of Commerce

The Lawrence Chamber of Commerce has been most willing to cooperate in helping us locate particular speakers, or in providing materials (films, etc.) for use in the schools. Also, a listing of Chamber members has been added to our resource notebook for the schools. Since the career staff has been active on the Education Committee of the Chamber, there has been a direct exchange of information with the Chamber.

B. I. E. Week

Along with Chamber involvement with Career Education, we would have to include B. I. E. Week (Business, Industry, Education) which is an annual cooperative effort between the Chamber and the schools to provide business experiences for teachers in the district. The major responsibility for B. I. E. alternates between the school and the businesses. For the school year 1970-71, 140 teachers were hosted by 35 chamber members for this exchange. In 1971-72 this annual exchange was expanded and changed. By proclamation of the mayor, the week was declared Career Education Week. One hundred and twenty-one (121) teachers participated in a total of 16 tours on four different days after school. A special feature was "The Shop Talk Forum," where representatives from business, the school district, and the university participated in discussion and group dynamcis. The school district also set aside a time for community patrons to tour the Career Education Program and in 1972-73, 247 teachers were scheduled to be hosted by 31 businesses in a job-related interview situation versus the tour approach of past years.

Resource Notebook

The Career Education Resource Notebook was developed as the immediate need for knowledge of available community resources became apparent. Approximately 100 resource speakers and tours were listed in the 1971-72 resource notebook. Revision was made during the summer, 1972, and the completed table of contents is listed with up to 35 entries under each category. (see following page) Two of the three-ring, loose-leaf notebooks were placed in each elementary school, four in the junior high schools, and eight at the high school. One notebook was designated to be stationary with the others available to be checked out to teachers. Additional tours and resource speakers were added as teachers made recommendations to the career education office.

Teachers were encouraged to have resource speakers in their classrooms as it related to subject matter content. Tours into businesses and industries to view occupations in the field were also encouraged and considered to be a valuable learning experience. It was estimated that approximately 2000 community resource people and parents have been involved as a result of the career education program in the Lawrence community during a 2-1/2 year period.

CAREER EDUCATION RESOURCE NOTEBOOK

Topics Include Speakers and Trips
(alphabetically listed within each topic)

Topic No.:	
1	Agriculture
2	Art
3	Automotive
4	Aviation
5	Botany
6	Community Service
7	Communication
8	Cosmetology
9	Construction
10	Ecology
11	Electric Shop
12	Engineer
13	Finance
14	Fish
15	Foods
16	Geology
17	Government
18	Home Economics
19	Indians
20	Industry
21	Insects
22	Jeweler
23	Journalism
24	Medical
25	Merchandizing
26	Military
27	Minority Speakers (Gold pages indicate out-of-district minority speakers)
28	Museum
29	Music
30	Observatory
31	Photography
32	Special Education
33	Sports
34	Utility
35	Zoo

For additional information, call 842-7394 or 842-6222 ext. 40 or 89.

Lawrence Unified School District No. 497
Revised and Completed: August, 1972

geology

NAME:

PHONE:

ADDRESS:

RESOURCE PERSON:

FIELD TRIP:

OTHER:

SUMMARY:

AGE GROUP:

SIZE:

TIME:

Local Objective 9: To encourage development of other career education programs through dissemination of written materials, hosting visitations to the Lawrence program, providing in-service for other districts, and encouraging the career education emphasis in teacher education programs.

Information Dissemination

The Lawrence Career Education program has deliberately tried to meet its commitments to others in the State and nation in helping them to become better informed and more involved with career education. During the three years of the program over 10,000 publications describing the program have been disseminated to schools and interested persons. Also, many in-service presentations have been made to educators from outside the Lawrence school district. (see below)

April 17, 1971	State Department Exemplary Meeting, Topeka	50
April 21, 1971	Clay Center Workshop, Clay Center, Kansas	100
April 30, 1971	Occupations Education Class, Kansas City, Ks.	70
May 17, 1971	State Department Personnel, Topeka	60
June 15, 1971	Teachers Workshop, Clay Center, Kansas	40
July 13, 1971	Teachers Workshop, Liberal, Kansas	50
Sept. 3, 1971	Visitation: Central Kansas School Rep.	1
Sept. 10, 1971	State Vocational Counselors Conference, Emporia	40
Sept. 24, 1971	State Vocational-Technical School Directors and Junior College Administrators	80
Oct. 14, 1971	Student Teachers, K. U.	20
Oct. 19, 1971	Student Teachers, K. U.	24
Oct. 27, 1971	Visitation: Auburn-Washburn District	9
Nov. 17, 1971	Visitation: Butcher Elementary School, Emporia	3
Nov. 22, 1971	Visitation: Mr. Rawson, Mr. Thompson	3
Dec. 1, 1971	Visitation: Auburn-Washburn District	9
Dec. 15, 1971	Visitation: Paola	6
Jan. 11, 1972	Visitation: K. S. U. Intercession Group	50
Jan. 19, 1972	State Advisory Council, Topeka	75
Jan. 21, 1972	Regional Vocational Conference, Salina	75
Feb. 1, 1972	Student Teachers, K. U.	25
Feb. 8, 1972	Student Teachers, K. U.	20
Feb. 9, 1972	Washburn-Auburn KNEA	40
Feb. 15, 1972	Student Teachers, K. U.	20
Feb. 18. 1972	Vocational Education Meeting, Salina	50
Feb. 23, 1972	Visitation: Marysville District	3
Feb. 23, 1972	Kansas State University - Home Economics	50

March 2, 1972	Visitation: K. U.	3
March 8, 1972	Visitation: Washburn-Auburn District	2
March 9, 1972	District Elementary Schools, Topeka	15
March 13, 1972	Education Class, K. U. (2 classes)	65
March 15, 1972	Visitation: Seaman District Marysville District	4
March 21, 1972	Visitation: Washburn-Auburn District	3
March 29-30,1972	Visitation: North Carolina State University State Department, Regional Office Washington, D. C.	12
April 5, 1972	Visitation: St. Joseph, Missouri	4
April 12, 1972	K. S. T. C. Education Class, Emporia	45
April 20, 1972	Visitation: Russell, Kansas	4
May 13, 1972	Career Education Conference, Hays	450
May 19, 1972	Engineering Conference, Topeka	35
June 14, 1972	Education Class, K. U.	25
June 16, 1972	K. S. T. C. Education Workshop, Emporia	80
July, 1972	Telenet, K. S. U., Manhattan	50
Sept. 11, 1972	Home Economics Teachers, K. S. U.	40
Sept. 12, 1972	Student Teachers, K. U.	30
Sept. 19, 1972	Student Teachers, K. U.	30
October 4, 1972	In-service: Russell, Kansas	80
Oct. 12, 1972	Education Class, K. U. .	50
Oct. 18, 1972	Home Economics Teachers, Topeka	3
Oct. 18, 1972	Visitation: Salina, Kansas	2
Oct. 20-21, 1972	Governor's Conference, Manhattan	175
Nov. 7, 1972	K. S. T. C., Emporia	45
Nov. 8, 1972	SRA Conferences, Kansas City, Kansas Kansas City, Missouri	90
Nov. 9, 1972	State Convention of Catholic Schools, Topeka	20
Nov. 10-11, 1972	Career Education Forum	110
Nov. 16-17, 1972	Regional Conference, Kansas City, Kansas	
Nov. 28, 1972	Visitation: Santa Anna, California Highland Park, Topeka	7
Nov. 29, 1972	In-service: Logan, Kansas	45
Nov. 30, 1972	K. U. Special Education Class	30
Dec. 1, 1972	Visitation: Emporia, Kansas	2
Jan. 10, 1973	Visitation	
Jan. 16, 1973	In-service: Shawnee Mission, Kansas	40
Jan. 18, 1973	In-service: Osawatomie, Kansas	75
Jan. 31, 1973	Home Economics Students, K. S. U.	40
Feb. 1, 1973	Student Teachers, K. U.	60
Feb. 7, 1973	Visitation: Topeka	6
Feb. 8, 1973	In-service: Dodge City, Kansas	250
Feb. 15, 1973	Education Class, K. U.	80

Feb. 19, 1973	In-service: Special Education Teachers, Topeka	40
	Highland Park, Topeka	60
	Topeka Counselors	40
Feb. 20, 1973	Visitation: Dodge City, Kansas	2
Feb. 27, 1973	Education Conference, Pratt, Kansas	40
Feb. 28, 1973	Visitation: Central Heights	5
Feb. 29, 1973	Visitation: K. U. Students	6
March 19, 1973	In-service: Beloit, Kansas	80
March 23, 1973	KNEA Presentation, Topeka	10
	Vocational Education Conference, Manhattan	50
April 2, 1973	Counselors' Career Education Conference, Emporia, Kansas	175
April 3, 1973	Visitation: Watertown, South Dakota	1
April 4, 1973	Visitation: K. U., California	4
April 18, 1973	Visitation: Blue Springs, Missouri	7
April 18, 1973	Telenet Presentation, Topeka	100
April 24, 1973	Education Class, K. U.	40
May 3, 1973	In-service; Lee Summit, Missouri	75
May 4, 1973	Region 8 PTA Conference, K. U.	10
May 16, 1973	Visitation: Richmond, Kansas	8
	Emporia, Kansas	
	Lee Summit, Missouri	
April 6, 1973	Visitation: Dave Owens, Lieutenant Governor	4

Booths:

Nov. 5, 1971	KNEA Convention, Topeka
Jan. 17-18, 1972	State Board of Education Meetings, Topeka
Nov. 3, 1972	KNEA Convention, Topeka

Career Education Staff Development:

April, 1971	State Vocational Education Meeting, Wichita
January, 1972	Career Education Seminar, K. S. U.
October, 1972	Skyline Center, Dallas, Texas
October, 1972	Department of Career Guidance and Counseling University of Missouri, Columbia, Missouri
November, 1972	Regional Conference, Kansas City, Kansas
February, 1973	National Center for Career Education Ohio State University, Columbus, Ohio
March, 1973	Paraprofessional Counseling Program Shawnee Mission Northwest, Shawnee Mission, Kansas

Publications Disseminated:

Lawrence Career Education 1971
Lawrence Career Education 1972
A Career Education Model K-12, 1973
Elementary Activities Booklet
The Career Education Interdisciplinary Forum for Secondary Educators
Elementary Career Education Social Studies Curriculum
Junior High Home Living Curriculum
*IACP Brochure

* No longer available

(This area will be expanded to one page to include brief description of each publication)

Part E - Evaluation

A variety of methods were used to determine the effectiveness of the Lawrence Career Education program over the three-year period of the exemplary grant. Each teacher as well was encouraged to evaluate his/her own particular classroom activities.

During the workshops the first summer, a very simple evaluation sheet was given to each participant for their responses. The questions asked and the averaged numerical responses on the instrument for the Elementary World of Work Workshop are on the following page. Most of the responses to all the questions were very positive. Suggestions made were considered for the following year. The next year a similar questionnaire was given and the overall rating of the workshop was 8.4 on a 1 up to 10 scale.

Interest tests, SRA What I Like to Do, were administered in several classrooms, 4-6, in order to help teachers determine the direction they should pursue with their particular students. These were adminstered at the discretion of the teacher.

In order to compile some hard data which could be used, two graduate students from the School of Education, University of Kansas, are working with the staff. One student is using the staff-designed instrument (see appendix) to determine whether career education has influenced the stability of occupational choice and vocational maturity as expressed by 6th grade students actively involved in career education. Another student is using already available data for the school years 1971-72 and 1972-73 for grades 4 and 6. He will attempt to determine whether exposure to career education can be correlated with increased scores on the Iowa Basic Skills Tests. Comparisons will be made using socio- economic levels and grade levels between schools that have been actively involved and those that have done very little with career education.

An instrument was needed to measure career education results of the elementary level. Since there were no established tests available, an instrument was developed by the elementary consultant which was designed to measure knowledge of occupations, and to show attitudes toward and interest in various occupations.

A pre-test was administered to 17 classrooms in the Lawrence area, grades 3-6, to 450 students during December, 1971. At the same time this instrument was administered to eight classrooms in the Manhattan area, grades 3-6 to 225 students in order to establish a control group. A post-test was given during May, 1972, and data was compiled. In order to give further insight, the test was given during May, 1973, to the same classrooms in each area.

Results from the tests are as follows:

The results of the tests were put on computer cards in order to compile some statistical data which could be interpreted. Only those students who had taken both the pre- and post-test were included in the data for 1971-1972. The same classrooms were tested for 1973 instead of attempting to test the same students.

The data (see evaluation section) includes two tables which have been compiled as a result of the computer programs. Repeated measures analysis of variance was used to test whether significant differences existed.

Table I shows the means for nine variables in the instrument for the 1971-72 tests and indicates which variables resulted in significant differences in pre- to post-test level at the .05 level for the twenty-five groups. For each grade level this table reveals that:

Grade 3: Lawrence: progress was made even though there were only three cases of significant difference. Manhattan was similar except that the teacher academic and social rating for these two schools showed marked improvement.
Grade 4: Lawrence: showed remarkable progress and many instances of significant difference. Manhattan did not show the same progress made.
Grade 5: Lawrence and Manhattan showed about similar progress.
Grade 6: Lawrence showed remarkable progress in relation to the control group except in the area of teacher social and academic ranking of the class.

Table II shows the means for the nine variables for the 1972 test and the 1973 test. Repeated measure analysis of variance was again used to determine whether significant differences existed between three specific groups. These were:

Group 1 - Lawrence, much Career Education
Group 2 - Lawrence, some Career Education
Group 3 - Manhattan, control group

It should be noted that Group 2 had a great deal more exposure to Career Education during the 1973 school year.

The results of the program reveal the following for each grade level:

Grade 3: 1972 figures show that there were significant differences at the .05 level for the recall and matching sections of the test (the first 5 variables) in all cases. Consistently responsible for this was the low scores of Group 2 although the scores of Group 3 were lower than those of Group 1.

Grade 4: For this group there was only one indication of significant difference on the first 5 variables. However, several appeared in the student and teacher ratings.

Grade 5: There were many cases of significant differences for the first 5 variables with Group 3 the most directly responsible for the difference with the low scores.

Grade 6: There were many cases of significant differences with the low scores of Group 1 mainly responsible for the difference. In many cases Group 2 had the highest means of the three groups on the first 5 variables.

On pages 4 and 5 of the instrument it was hoped that some trends could be noted as to occupations preferred and perhaps measure to some degree a change in attitude toward various occupations. With increased exposure to various occupations, one objective was to develop an increased respect for every occupation.

Some choices which ranked consistently at certain percentage levels for both pre- and post-test and the 1973 tests with these four categories:

1971-72 Manhattan
1973 Manhattan
1971-72 Lawrence
1973 Lawrence

A brief overview reveals:

Likes Best - 30% or more of class for all four categories:
Grade 3 - Photographer Librarian Waitress
Grade 4 - Photographer
Grade 5 - Photographer Secretary Farmer
Grade 6 - Photographer Secretary

Likes Least - 30% or more of class for all four categories:
Grade 3 - No one answer for all sections
Grade 4 - No one answer for all sections
Grade 5 - Sanitation Worker
Grade 6 - Bricklayer Sanitation Worker City Mayor

Didn't Know - 20% or more of class for all four categories:
Grade 3 - Geologist Beautician Laboratory Technician
Sanitation Worker Accountant
Home Economist Optometrist
Grade 4 - Accountant Optometrist Home Economist Sanitation Worker
Grade 5 - Optometrist Home Economist
Grade 6 - Optometrist

Know More - 15% or more of class for all four categories:
Grade 3 - Geologist Accountant Optometrist Home Economist
Grade 4 - Geologist Optometrist Chemist Home Economist
Laboratory Technician
Grade 5 - Geologist Veterinarian Beautician Optometrist
Grade 6 - Veterinarian

It is impossible to adequately condense the data in a meaningful way. For a more complete description of the data, please refer to the evaluation section. If you are intersted in additional information, the reader can contact: Mary Ashby, U. S. D. #497, Lawrence, Kansas, 66044.

In order to help determine whether learning had taken place in the areas of knowledge of jobs and consumer skills, during the simulation game, a pre- and post-test was administered to each class. The first test was given just prior to the first session of the simulation game. The post-test was administered the third week of May, 1973. Although this teacher-made test does not provide for determination of validity and reliability, some interesting results were noted.

Grade 1: Knowledge of jobs in the supermarket, post office, and bank increased slightly.

Grade 2: No results due to various factors.

Grade 3: Knowledge of jobs in the three areas tended to remain the same. The students seemed to learn how to make wiser consumer decisions in the area of advertising. Both third grades showed a marked increase in this area. These students also indicated an increased knowledge of how to make monetary decisions when faced with various alternatives. When faced with $5.00 to spend and a variety of choices, over 80% of both classes were able to do it correctly on the post-test.

Grade 4: Knowledge of jobs in the three areas tended to remain the same. Again, the students had a marked increase in making consumer choices when faced with various alternatives and a set amount of money. Over 80% of the class was able to do it correctly on the post-test as compared to 70% on the pre-test.

Grade 5: At this level knowledge of jobs in the three areas increased slightly. One class increased and one decreased in making wise decisions concerning advertisements. Knowledge of interest as a concept showed a marked increase. One class increased 5% while the other increased 18%.

On the pre-test most of the students indicated they would prefer saving their money at a bank rather than save it at home, spend it, or give it away. However, this dropped drastically with an increase in those who would save money at home as the alternative. We felt the only explanation for this was that the experience at the bank in the simulation game produced negative feelings toward standing in long lines and the hassle that went with it.

Grade 6: Knowledge of jobs in the three areas showed an increase. Making wise judgements concerning advertisements tended to remain the same or slightly increased. There was a marked increase in the knowledge of interest as a concept. One class increased 23% over the post-test.

Again, there was a reduced number who preferred to save their money at the bank with an increased number preferring to save it at home.

The post-test was administered rather late after the close of the simulation game and additional learnings which may have taken place could not be measured.

The teachers overwhelmingly agreed that the simulation game had been a success for the students and were happy for the opportunity to participate in it.

Evaluation
Elementary World of Work Workshop
June 7-11, 1971

1. On the first day you indicated what you wanted from this workshop. How has the workshop met or not met this expectation?

2. Please react to the tours (were they appropriate, in wrong areas, too short, not meaningful, etc.)

3. Please react to the speakers.

4. How can we (USD #497) introduce other teachers to occupations education or Career Education at the elementary level?

5. Overall, what areas of the workshop were of more value to you?

   Of lesser value?

6. What type of workshop, course, seminar, in-service do you see for the coming year or next summer as follow-up to this one week's work?

7. Please react to the following items. Use 1, 2, 3, 4, or 5 as the answer.

1 = very much disagree
2 = disagree
3 = undecided
4 = agree
5 = very much agree

1.83 1. "Career Education" should be a separate subject in the curriculum.

4.61 2. Career Education should be a K-12 emphasis.

2.55 3. Approximately 75% of LHS graduates should not go to college (KU, KSU, KSTC).

3.35 4. Lawrence parents generally agree that Career Education is important at the elementary level.

3.61 5. Lawrence elementary principals agree that Career Education is important at the elementary level.

4.07 6. Lawrence elementary teachers agree that Career Education is important at the elementary level.

4.44 7. I would rate this workshop as one of the most helpful I have attended.

Other Comments:

ELEMENTARY PROGRAM OBJECTIVES
(to be measured)

1. Students on the elementary level will be exposed to many different types of occupations as measured by the number of tours taken and resource people brought into the classroom.

2. Students on the elementary level will demonstrate an increasing awareness of and knowledge of many different occupations through subjective evaluation by the teacher and an objective instrument designed to measure the knowledge.

3. Students on the elementary level will demonstrate an attitudinal change toward a variety of occupations which will be measured by an evaluation instrument.

4. Students on the elementary level will demonstrate an increasing respect for a variety of occupations on all levels.

5. Students on the elementary level will demonstrate a broadened interest in many new and different careers as measured subjectively by the teacher and objectively through a special instrument.

ELEMENTARY EVALUATION

OF

LAWRENCE CAREER EDUCATION

GRADES 3-6

Post-Test
World of Work
Developed: April, 1973
U. S. D. 497
Lawrence, Kansas

Developed By: Mary Ashby

Consultants:

Maxine Loyd
Jo Kapfer
Grace Wilson

Number -- ________

OCCUPATIONS I CAN THINK OF

DIRECTIONS: Write the names of all the occupations that you can possibly think of. Ideas for this would be: Your father's job, mother's job, neighbor's job, and jobs in the community.

Example: Policeman

You may put this answer beside number 1.

You will have ten minutes to do this test. When you are finished, put your pencil down and wait for further instructions. Your teacher will tell you when to begin.

1.
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39.
40.

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Number ---------------

DO YOU KNOW THESE JOBS?

DIRECTIONS: There are several groups below with the names of different occupations listed and the definitions of what they do. Your teacher will read the names of the occupations but she may not answer any questions about what the worker does in that job. Match the name of the job with the proper definition by placing the letter of that definition beside the correct name. If you haven't heard of that job, then LEAVE IT BLANK.

Example: --- Santa Claus

A. Puts boys and girls to sleep.
B. Brings gifts to boys and girls at Christmas

You would put B beside the name since B is the correct definition of that occupation.

The teacher will tell you when to begin. You will have time to finish this test.

GROUP A

--- Accountant
--- Chef
--- Rancher
--- Firefighter
--- Plumber
--- Social Worker
--- Cartographer
--- Counselor

A. Puts out fires and handles emergencies
B. Works with families to provide better living conditions
C. Works on money records for a business or the government
D. Helps a person with his problems and helps him plan for the best job for him
E. Receives money from the customers for goods they buy
F. Designs and constructs maps
G. Also known as a cook who fixes the meals in a restaurant or hospital
H. Installs and repairs pipe systems which carry water or gases
I. Fixes appliances for homes and businesses
J. A person who owns a large farm where cattle, sheep or horses are raised

STOP. Lay down your pencil and quietly wait for instructions from your teacher.

GROUP B

--- Lawyer
--- Architect
--- Commercial Artist
--- Physician
--- Anthropologist
--- Serviceman
--- Forester
--- Cosmetologist

A. Works with farmers and ranchers to preserve the grasslands
B. Also known as a Doctor who treats those who are ill or in poor health
C. Also called a beautician who shampoos, cuts, sets, tints hair, and gives other services
D. Helps people obtain their legal rights
E. Manages and helps to protect woodlands, wildlife and recreational areas
F. Plans and designs buildings on paper
G. Applies proper make-up for persons appearing on television
H. Studies man and his earliest beginnings
I. Creates work to be shown in the newspaper, in magazine advertisements and on television
J. Assembles, installs, and repairs equipment for the homeowner or businessman

STOP. Lay down your pencil and quietly wait for instructions from your teacher.

GROUP C

--- Civil Engineer
--- Sanitation Worker
--- Broadcast Technician
--- Carpenter
--- Physical Therapist
--- Custodian
--- Meterologist
--- City Planner

A. Helps to plan the layout for an attractive community
B. Helps to build the wooden part of buildings
C. Helps set land boundaries by measuring it
D. Sets up and operates the equipment to record a program for radios or TV
E. Studies weather information to make forecasts
F. Designs and builds roads, airports, bridges, etc.
G. Helps to safeguard our health by helping to keep our city clean
H. Works with crippled patients to help them become able to do things for themselves
I. Also known as a janitor who helps keep a building clean
J. Plans and directs a radio or television show

THIRD AND FOURTH GRADERS: STOP HERE. FIFTH AND SIXTH GRADERS: CONTINUE

GROUP D

--- Advertising Copywriter
--- Clergyman
--- Podiatrist
--- Gazier
--- Home Economist
--- Geologist
--- Sanitarian
--- Printing Pressman

A. Runs the big machines that steam and iron clothes
B. Also known as a minister or a priest who conducts services in a church
C. Makes up the slogans that make people want to buy the product
D. Helps to safeguard the cleanliness of the food, air and liquids around us
E. Studies the structure, composition and history of the earth's crust
F. Treats diseases and deformities of the feet
G. Cleans and polishes the teeth
H. Cuts, fits and installs glass and windows
I. Runs the big machines that put the news on newspapers and other papers
J. Works to improve products and services for the family

STOP. Lay down your pencil and quietly wait for instructions from your teacher.

WHICH JOBS WOULD YOU LIKE TO HAVE THE MOST WHEN YOU GROW UP

AND

WHICH JOBS WOULD YOU LIKE TO HAVE THE LEAST?

DIRECTIONS: In each group there are five different kinds of jobs listed. Your teacher can pronounce the name of the job for you but she cannot tell you what it is that they do on that job. For this test do the following things:

B = Put this letter before the name of the job you would like to have the MOST in each group.

X = Put this letter before the name of the job you would like to have the LEAST in each group.

Be sure there are only two marks in each group. The teacher will tell you when to begin. You will have time to finish this test.

GROUP 1

--- Photographer
--- Automobile Salesman
--- Barber
--- Bricklayer
--- Truck Driver

GROUP 2

--- Physician (Doctor)
--- Electrician
--- Shoe Repairman
--- Librarian
--- Geologist

GROUP 3

--- Cashier
--- Airline Pilot
--- Teacher
--- Veterinarian
--- Minister - Priest

GROUP 4

--- Waitress or Waiter
--- Automobile Repairman
--- Chef (Cook)
--- Carpenter
--- Plumber

GROUP 5

--- Beautician
--- Counselor
--- Nurse
--- Farmer
--- Jewelry Repairman

GROUP 6

--- Accountant
--- Optometrist
--- Laboratory Technician
--- Sanitation Worker
--- Telephone Lineman

GROUP 7

--- Social Worker
--- Newspaper Reporter
--- Architect
--- City Mayor
--- Chemist

GROUP 8

--- Radio Announcer
--- Lawyer
--- Advertising Worker
--- Home Economist
--- Painter

GROUP 9

--- Television Worker
--- Policeman
--- Dentist
--- Fireman
--- Secretary

NOW: Circle the name of the job you would like to have the most of all!
If it is not in the list, write the name of the job in this space.

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JOBS I DON'T KNOW ABOUT – JOBS I WANT TO FIND OUT ABOUT

DIRECTIONS: For this page do the following things:

X = Put this letter before the names of the jobs that you have **never heard of before.**

Put a circle around the name of FIVE jobs that you would like to **learn more about.**

Be sure to answer the questions at the bottom of this page!
If some jobs you are interested in are not listed here, write them at the bottom of the page.

--- Photographer
--- Automobile Salesman
--- Barber
--- Bricklayer
--- Truck Driver

--- Physician (Doctor)
--- Electrician
--- Shoe Repairman
--- Librarian
--- Geologist

--- Cashier
--- Airline Pilot
--- Teacher
--- Veterinarian
--- Minister - Priest

--- Waitress or Waiter
--- Automobile Repairman
--- Chef (Cook)
--- Carpenter
--- Plumber

--- Beautician
--- Counselor
--- Nurse
--- Farmer
--- Jewelry Repairman

--- Accountant
--- Optometrist
--- Laboratory Technician
--- Sanitation Worker
--- Telephone Lineman

--- Social Worker
--- Newspaper Reporter
--- Architect
--- City Mayor
--- Chemist

--- Radio Announcer
--- Lawyer
--- Advertising Worker
--- Home Economist
--- Painter

--- Television Worker
--- Policeman
--- Dentist
--- Fireman
--- Secretary

Answer the following questions the best way you know how. Put a check mark by your answer.

In my school subjects I am:
--- one of the best
--- above average
--- in the middle or below

In school I have:
--- many friends
--- some friends
--- no friends

The Career Education Pupil Scale is an important part of the evaluation materials and we feel it must be included to give important data. We realize it will take some of your valuable time to do these individual reports as you carefully think through the categories for each student, yet we feel these reports have value for both of us. The reasons we want the report are as follows:

1. To make a comparison between the individual ranking a student gives himself both socially and academically and the ranking the teacher gives him on this instrument.

2. To make a comparison between this fall and next spring to determine whether any improvement has been made which may be due to multiple factors. However, in a few cases already this fall we have seen some improvement due to world of work activities. We need some hard data to back this up even if it only involves a very few cases.

3. To see if there are any relationships between the types of jobs the student either knows about or would like to know more about and his social ranking.

4. To see if there is any relationship between the student's intelligence level and the jobs he knows about or would like to know more about.

5. To give the teacher some useful feedback and insight regarding her students as she analyzes them for this report.

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No.______

LAWRENCE CAREER EDUCATION PUPIL SCALE

ACHIEVEMENT — ABILITY: SOCIAL - EMOTIONAL BEHAVIOR

DIRECTIONS: Circle the number most descriptive of the child for each aspect of behavior or trait. A circled "1" is the lowest rating; a circled "5" is the highest rating.

SCORING: The sum of the circled ratings A-H is the Achievement-Ability Rating. The sum of the circled ratings I-P is the Social-Emotional Behavior Rating. If circles are connected by lines, a profile is constructed, showing relative values. Ratings are converted into values by use of the table below.

Scores:	8-13	14-19	20-26	27-33	34-40
Values:	Inadequate	Fair	Average	Good	Excellent

A - H Achievement - Ability Scale Score ______ Value ______

I - P Social - Emotional Behavior Scale Score ______ Value ______

A. Gives up easily 1	2	Makes reasonable efforts 3	4	Persistent and absorbed 5
B. Depends on adults 1	2	Needs some help 3	4	Very independent 5
C. Poor thinking 1	2	Average thinking 3	4	Superior thinking 5
D. Never methodical 1	2	Usually methodical 3	4	Always methodical 5
E. Low reading achiever 1	2	Average reading achiever 3	4	High reading achiever 5
F. Low number work achiever 1	2	Average number work achiever 3	4	High number work achiever 5
G. Lacks hand-eye coordination 1	2	Fair hand-eye coordination 3	4	Good hand-eye coordination 5
H. Poor environmental adjustments 1	2	Aware of environmental problems 3	4	Responds and alert to environmental problems 5
I. Inconsiderate, unconcerned 1	2	Sympathetic 3	4	Thoughtful, considerate 5
J. Often irresponsible, undependable 1	2	Usually responsible, dependable 3	4	Always responsible, dependable 5
K. Lacks goal direction 1	2	Usually is goal directed 3	4	Always highly goal-directed 5
L. Lacks self confidence 1	2	Is confident 3	4	High degree of self confidence 5
M. Easily upset 1	2	Fairly stable 3	4	Copes well with most situations 5
N. Little interest in learning 1	2	Interest in some learning areas 3	4	High interest in learning 5
O. Little motivation 1	2	Fair motivation 3	4	High motivation 5
P. Lacks cooperation 1	2	Average cooperation 3	4	High cooperation 5

Other career education related programs at the secondary level have been evaluated on an individual basis. Listed below are the subjective evaluations of some of these on-going programs:

I. A. C. P.

The courses at the junior highs are being evaluated by the test supplied by the I. A. C. P. and by teacher-constructed test instruments. Student knowledge of construction and manufacturing concepts have shown steady increase and verbal evaluation by parents and students has been highly favorable.

Home Economics:

The new family-living courses are being evaluated by individual teacher-designed and administered tests. Also, in June, 1973, five junior high teachers will work together in a workshop situation to revise and update the preliminary draft of the Design for Living curriculum as was detailed in 1972. A guide of approximately 100 pages will be available for distribution to home economics teachers in the district after this final revision. Also, parent and student verbal evaluations have been highly favorable.

Special High School Programs:

The Special Education and TRADES programs have been extremely successful. These programs have been recognized as unique throughout the State, as well as by out-of-state visitors. Considering the types of disadvantaged students involved, the percentage of graduates with successful follow-up is excellent.

Career Seminar Evaluation:

Sessions Evaluated:
1. Architect
2. Commercial Artist
3. Electronic Technician
4. Bank Vice-President
5. Forester

Session:	1	2	3	4	5	Items on questionnaire:
Student Response	8/8	16/17	5/6	6/7	6/6	Recommended for other students
						Learned:
	4/8	10/17	0/6	4/7	3/6	What my future career choice should be
	7/8	13/17	4/6	3/7	6/6	Advantages & disadvantages of this career

Student Response	8/8	11/17	4/6	4/7	4/6	Salary and working conditions
	6/8	15/17	3/6	4/7	3/6	Further education & training needed
	8/8	17/17	6/6	7/7	5/6	Rated Excellent or Good

Not all students who attended filled out surveys

Part F - Conclusions and Recommendations

Through career education activities in USD #497, nearly 400 teachers in 22 different schools have been exposed to career education concepts, materials, and activities.

Strengths of the Lawrence Career Education programs as perceived by the visitation teams, the career education staff and USD #497 administrators are:

1. The support of the community, parents, the University of Kansas, and the Administration of the local district. This is evident in the cooperation of these groups in providing resource speakers, hosting tours, participating in career fairs and World of Work days and in sponsoring the Business-Industry Education Week.

2. The development of a strong elementary program. Although participation is voluntary, it is estimated that approximately 85% of the elementary teachers have participated.

3. The implementation of the IACP curriculum in industrial arts for 7th and 8th grade, Materials and Processes for 9th grade, Designs for Living for 7th grade girls and Teen Topics I & II for 8th and 9th grade Home Living students.

4. The development of the Career Information Center in the high school library. This is a student-oriented browsing center for career education and vocational guidance.

5. The emphasis on consumer education and economics, K-12.

6. The strong program of in-service training that was developed in cooperation with Kansas State University, Manhattan, Kansas.

7. The good working relationships that have developed among the staff and its director, and the dedication of the staff to career education.

8. The involvement of special education in the exemplary to provide on-the-job experience for the educable mentally retarded students.

9. The development of evaluation instruments to be used for measuring student outcomes at the elementary level.

10. The efforts to develop occupational awareness and a respect and tolerance for all types of occupations on the part of students and parents and acceptance by parents that college preparation may not be the best answer for all students.

11. The support of the State Division of Vocational Education and the assistance furnished by the staff of the colleges and universities in Kansas.

12. Exciting progress at the secondary level as more teachers begin to relate career concepts to their academic areas.

13. Efforts to involve other districts in and out of Kansas with career education concepts and projects through visitations, in-service, distribution of approximately 10,000 career education booklets, 4,000 USD #497 career education models and numerous other publications and brochures.

14. Opportunities for career staff to act as consultants for Centron Educational Films in Jobs in the City and Consumer Education series.

Recommendations:

1. One staff member should be hired for each level, both secondary and elementary, to continue to provide services already established by this office.

2. Continued testing should be done in order to further evaluate the effects of career education in the classroom.

3. A method of reporting activities in the district should be actively pursued in order to provide continuous information and motivation for teachers. This should be distributed monthly to all teachers in the district.

4. Continued contact with the Lawrence Journal World should be actively pursued in order to give the teachers recognition in their career education classroom activities.

5. A central audiovisual library for the district should be maintained in order to provide supplemental career education materials for the classroom.

6. The new industrial arts and home economics courses should be continued at the junior highs. Instructors should continually review and update the course contents through workshops, visitations and individual effort.

7. The State Department of Education should provide:
    a. central career education resource center which would include 16mm films, other audiovisuals. and classroom materials for dissemination.
    b. clearinghouse activities for materials processing.
    c. staff personnel to encourage and promote career education activities and in-service situations.

Part G

Budget* Lawrence, Kansas Component

	FY 1971	FY 1972	FY 1973
Personnel	43,997	55,700	51,650
Benefits	2,100	2,600	----
Travel	1,257	2,450	2,250
Supplies	24,631	11,389	5,300
Communications	193	100	200
Services	707	1,583	1,675
Final Report	----	300	75
Equipment	5,901	400	750
Other	200	100	100
TOTAL	$ 78,986	$ 74,622	$ 62,000

*Minor budget changes were allowed within each budget item.

Part H - Program Continuation

The financial plight of most schools in Kansas seems to be reflected in their needs growing at a faster rate than their financial base to support those needs. The Lawrence exemplary program produced evidence that installing certain career education activities changed the attitudes of community people and teachers at the elementary level, and provided ample proof that career education was a necessary function for all education. The exact cost of career education has been established at a much lower level than funds provided to install career education under exemplary vocational funds. It is doubtful that more than two of the staff will be employed by the Lawrence schools to carry out functions as career education personnel, but there is no doubt but what many activities in career education will be continued.

At the elementary level the Lawrence program will retain all activities related to career awareness. Resource people, field trips, curriculum guides, reference materials, and cooperative type career education classroom activities will be continued. The leadership to promote career education will remain at the building level. All the personnel involved in the exemplary program, except for possibly two staff members, will be retained on the school staff. They will have regular teaching assignments and be responsible for a limited amount of career education work. This represents one method of answering the problem of how a school can carry on career education. After three years of intensive staff training at Lawrence, this may be all that is necessary to continue and expand career education in Lawrence.

At this time Lawrence is making every effort to secure funding from other sources to promote and expand career education at all levels. Strong administrative support for career education is evident at Lawrence, and given some measure of equity in the state finance plan for schools, they will continue a strong career education program.

SECTION III

U. S. D. #379 Clay Center, Kansas

Component Report

PROJECT DIRECTOR: Mr. J. Lester Hooper

STAFF

M. Lynd Thompson, Work Experience Coordinator
Rodney Herrs, Counselor
Susan Mattison, Special Teacher
June Grinage, Secretary

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Summary of the Final Report

Exemplary Program In Occupational Education In A Rural Community, Clay Center, Kansas

a). Time period covered by the report:

From: September 1, 1970 To: July 1, 1973

b). Goals and Objectives:

The objective of this project is to produce a model career education program that can be used in similar rural school settings throughout the State of Kansas to:

1. Provide occupational orientation for elementary and secondary school students.
2. Increase student awareness of occupations and careers and to provide the required skills and attitudes requisite to careers in such occupations.
3. Provide actual work experiences in a wide variety of occupational areas.
4. Provide specific skill training for students including those not previously enrolled in vocational programs and those students who may leave school before graduation.
5. Provide guidance and counseling for students to assist in career selection and job placement.
6. Develop curriculum options in vocational education for statewide use.
7. Utilize community resources as well as school personnel to cooperatively develop occupational education in elementary and secondary schools.

c). Procedures followed:

Clay Center, the Kansas representative for the rural setting, followed the four phases of the original application:

Four Phase Program

I. Orientation
II. Exploration
III. Applied Experiences
IV. Placement and Follow-up

FIRST YEAR IMPLEMENTATION

1. To implement the program, the staff consisted of:

   a. A half-time director.
   b. A part-time secretary.
   c. A full-time counselor.

2. To emphasize these phases, our program has used a three prong thrust as follows:

   a. Orientation and involvement of students.
   b. Orientation and involvement of teachers.
   c. Community awareness and involvement.

Several guidelines were set up by the administration to start the program.

1. Activities will be set up and used in Clay Center city schools first and then extended to the rest of the district.

2. First year's emphasis will be placed on the Orientation phase.

3. For students, a threefold emphasis will be at the 7th and 8th grade levels.

   a. Academic course work should be made more relative to the world of work.
   b. Home economics and industrial arts will receive special emphasis for hands-on exploration.
   c. A new course area is to be added called the World of Work (W. O. W.).

4. For faculty of the school district, in-service training is a must and ran in this order:

   a. A college credit class on career education was presented by Kansas State University (K. S. U.) with all teachers invited to enroll.
   b. A video tape workshop was presented to inform and encourage teachers use of this new equipment.
   c. A Career Orientation workshop was presented by K. S. U. for district elementary teachers to lay the ground work for the next years program.
   d. A one week, 3 hours per day, elementary workshop was held to form guidelines and activities to be used in the district-wide elementary program.
   e. One teacher wrote a master's degree report on setting up a junior high industrial arts program slanted toward career education.

5. To have a well-informed community all possible forms of media were used.

   a. Numerous talks to social clubs, P. T. A., Chamber of Commerce, and other organizations were made.
   b. A lot of information and pictures of the program were printed in the local newspaper.

SECOND YEAR IMPLEMENTATION:

The Exemplary Program progressed smoothly into the second year under the same initial goals, objectives, and guidelines and began working on all four phases set forth for the project.

The program staff was expanded to its full total which consisted of adding:

   a. A half-time vocational guidance counselor.
   b. A full-time cooperative work experience coordinator.

1. Phase One: Orientation

   a. Students:

      1. The elementary program was initiated and expanded to all elementary schools (K-6).
      2. The junior high program was expanded to the entire unified district.
      3. The high school program was initiated in the form of Awareness Seminars.

   b. Teachers:

      1. K. S. U.'s College of Education, Center For Extended Services and Studies was contracted to instruct and consult with all our teachers on the use of new forms of visual media for enhancing career education presentations in their classrooms.
      2. Another college credit class on career education was presented by K. S. U.
      3. Individual help and consultation was provided by the program staff.
      4. A workshop was held for 15 teachers of the district's junior and senior high schools to orient them to career education and how to incorporate it into every academic subject they teach.

2. Phase Two: Exploration

   a. Several elementary and junior high teachers set up model corporations for students to receive hands-on experience.

b. The junior high program in industrial arts, home economics, and world of work sections was expanded to the entire district. Two successful model corporations came into being.
c. A Career Information Center has been established in the guidance office at C. C. C. H. S.
d. The counselors have initiated a project giving job information to students via Kansas University taped occupational interviews.
e. The high school counselors and the cooperative work experience coordinator have initiated a course for juniors planning to enroll in the Cooperative Work Experience Program their senior year. This course will prepare the students for job interviews and work.

3. Phase Three: Applied Experience

a. The Cooperative Work Experience Program for seniors at C. C. C. H. S., called General Occupations Education (G. O. Ed.), went into full swing with 45 students.
b. There are four significant differences in Clay Center's innovative Cooperative Work Experience Program as compared to the present established programs.

4. Phase Four: Placement and Follow-up

a. The high school guidance department has initiated a follow-up study of C. C. C. H. S. graduates of 1971, 1969, 1967, and 1962.
b. The U. S. D. #379 administrative office initiated and completed a district-wide career education study.

5. Community Involvement

a. This area of the program continued with numerous programs being presented, visits from outside groups, and the sending of printed materials written by our teachers to requesting centers.
b. Two advisory committees were put into operation.

    1. An advisory committee for the entire Exemplary Program. (Chamber of Commerce Education Committee)
    2. An advisory committee for the Cooperative Work Experience Program.

c. Two committees of the Clay Center Chamber of Commerce (Education Committee and Manpower and Development committee) took a very active part by doing most of the ground work to enlist employers to participate in the G. O. Ed. program.

d. There was an increased use of businesses, townspeople, parents, etc. for field trips, resource speakers, and demonstrations.

THIRD YEAR IMPLEMENTATION:

The program moved into the third year with all four phases going in the entire school district.

The program staff had one major change--the hiring of a different cooperative work experience coordinator.

1. Phase One: Orientation

    a. Students

        1. The program included participation of all seven elementary school buildings. (Grades K-6)
        2. The junior high program (7-8) included participation of all five buildings.
        3. The high school program had about twenty academic areas adding career education.
        4. The Awareness Seminars have been extended to Wakefield on a limited basis.
        5. All teachers are increasing their use of field trips, community resource speakers, simulation activities, and visual media.

    b. Teachers

        1. In-service training this year has been through individual help and consultation with the program staff.
        2. Several teachers have taken courses at K. S. U.
        3. The Teacher Corps, a new federally funded teacher training set-up, has adopted career education as one of their philosophies to concentrate on.

2. Phase Two: Exploration

    a. There was an increase at the elementary and junior high levels of model corporations.
    b. The junior high industrial arts programs at Clay Center and Wakefield traded course materials on The World of Construction and The World of Manufacturing.

c. The junior high home economics program has intensified its career education awareness through continuance of:

   1. Trading boys to home economics and girls to industrial arts.
   2. The interior decorating unit.
   3. The child care unit.

d. The junior high mathematics program invested in some model computors which they put together and used to solve math problems.
e. The high school home economics department became involved this year by adding four new areas to their course.

   1. Young children actually attend child care classes to be real participants.
   2. Vocational interest testing was added.
   3. A model restaurant was operated for three weeks.
   4. A two week job exploration unit was set up with the girls going into the community and observing jobs.

f. The K-VIEW program was extended to Wakefield.
g. The K. U. taped occupational interview project was extended to Wakefield.
h. The high school counselors and the G. O. Ed. director continued and improved the G. O. Ed. orientation course.

3. Phase Three: Applied Experience

   a. The second year of our G. O. Ed. program moved ahead smoothly under a new coordinator with 43 students.
   b. The G. O. Ed. program was offered to the Wakefield seniors.
   c. The G. O. Ed. program was selected by the Systems Development Corporation of Santa Monica, California as one of the top fifty work experience programs in the United States. The S. D. C. was under contract with the United States Office of Education.

4. Phase Four: Placement and Follow-up

   a. The C. C. C. H. S. guidance department has run the second annual High School Follow-up Study. This year's study covers the graduates of 1972, 1970, and 1968.
   b. A special section was added to this survey specifically for G. O. Ed. students to answer.

5. Community Involvement

a. This area of the program increased in activity. There were 26 speaking engagements, 8 group visits, and 52 sets of materials being sent to 10 states.

b. There was an increase in the number of businesses, townspeople, parents, etc., participating for resource speakers, field trips, and demonstrations.

d). Results and Accomplishments:

The Clay Center Exemplary Program has achieved all of its objectives with the outstanding cooperation of the Clay Center community, Kansas State University, and Division of Vocational Education, State Department of Education.

Objective 1: Through in-service training of our teachers, purchasing of commercial career education materials and audio-visual equipment, use of locally developed occupational materials, and the use of professional resource personnel we have been able to bring occupational orientation for students in the classroom at all levels. A teacher participation survey showed that 88% of the district's teachers, K-12, were involved in career education.

Objective 2: Several means that were used to increase student awareness of occupations, careers, work attitudes, and to provide some skill levels that can be used on the job are:

a. Elementary level - Classroom materials and visual aids.

b. Junior High level - Industrial arts, home economics, model corporations, and the W. O. W. class.

c. Senior High level - Career day, K. U. interview tapes, K-VIEW, Awareness Seminars, and vocational courses.

Objective 3: Our G. O. Ed. program gave up to 45 students a year of actual work experience for pay and also course credit for graduation.

Objective 4: Specific skill training for students was achieved by the following:

a. Junior High level - Home economics, industrial arts, and model corporations.

b. Senior High level - Work exploratory, vocational courses, and G. O. Ed. program.

Objective 5: The guidance counselors at the high schools have been very active in our career education program. Some of their activities include:

a. Career Day - Over 60 different areas were presented to more than 700 students coverning the 15 job clusters.

b. Career Information Center -

   1. Career information library.
   2. K-VIEW machines and materials.
   3. K. U. interview tapes.

c. Awareness Seminars.

d. Job Placement.

e. Individual vocational guidance and counseling.

Objective 6: Our model program has developed curriculum materials and projects that can be used by other schools. Some of these topics include:

a. Elementary -

   1. Career education information in the classrooms.
   2. Model corporations.

b. Junior High -

   1. W. O. W.
   2. Changes in industrial arts and home economics courses.
   3. Model corporations.

c. Senior High -

   1. New enrollment procedures.
   2. Bachelor Living course.
   3. Family Living course.
   4. G. O. Ed. junior introductory course.
   5. G. O. Ed. program.
   6. Career Information Center.
   7. Awareness Seminars.
   8. Student-businessmen courses.

Objective 7: We have put an emphasis on using the local community and its resources. Our records show we have logged 200+ resource speakers, 100+ field trips, 28 work exploratory stations, and 45 work experience stations. Many of the school personnel have been used by other teachers in a cooperative way to energize classes.

e). Evaluation:

Our program has used opinion surveys from students, teachers, and the community as the biggest share of evaluation of the program. These surveys have been run on:

1. Exemplary Program in general.
2. W. O. W. - 8th grade.
3. Awareness Seminars.
4. G. O. Ed. program.

f). Conclusions and Recommendations:

The following are general conclusions that we feel would be necessary in order to have an ongoing career education program:

1. The administration and faculty must strongly support the program.
2. The director should be a full-time career education coordinator.
3. There must be an adequate budget providing for a secretary, supplies, equipment, in-service training, field trips, and resource speakers to have an ongoing, spirited career education program.
4. Strong beginning emphasis should be placed on faculty in-service training. The faculty will not be enthusiastic concerning career education if you let them do it on-their-own with no motivational reward.
5. Beginning emphasis for students should be concentrated in a small specific area with the idea of expanding to other areas over a period of several years.
6. An advisory committee or committees should be established right at the start to give guidance and direction.
7. As much publicity as possible should be presented to the community to keep them informed and enthusiastic about the program.

We have found many advantages and benefits that are to the betterment of the students, school, and community from having career education.

Final Report

Part A

Problem area toward which the project was directed:

In December of 1969, the Kansas Division of Vocational Education submitted an exemplary project proposal to the U.S. Commissioner of Education under the provisions of the 1968 Vocational Amendments, Part D. The following statements were taken from that proposal:

> This project is to be implemented and operated in three separate school settings in Kansas. They will represent rural (up to 7,000 population), rural-urban (7,000-35,000 population), and urban (35,000 plus) communities. The objective of this program is to produce model career education programs that can be implemented in similar school settings throughout the State.
>
> The procedures used for producing the desired results will be based on facilities and resources available and attainable in each community. The coordination of the program will be directed through the Division of Vocational Education at the State level.
>
> The success of the project will be insured partly through intensive in-service teacher training of the local school task force by contracted consultants and through workshops designed to assist in implementing career education. Kansas State University's Department of Adult and Occupational Education will assist us in the in-service training area.
>
> By information gathered from these schools it is hoped that in five years career education will be a mandated part of the curriculum in Kansas schools.

Part B

Goals and objectives of the project:

The following goals and objectives were established on the original proposal and recommendations from the State Department of Education, Division of Vocational Education.

1. Provide occupational orientation for elementary and secondary school students.

2. Increase student awareness of occupations and careers and to provide the required skills and attitudes requisite to careers in such occupations.
3. Provide actual work experiences in a wide variety of occupational areas.
4. Provide specific skill training for students including those not previously enrolled in vocational programs and those students who may leave school before graduation.
5. Provide guidance and counseling for students to assist in career selection and job placement.
6. Develop curriculum options in Vocational Education for statewide use.
7. Utilize community resources as well as school personnel to cooperatively develop occupational education in elementary and secondary schools.

A detailed description of these objectives and the means by which they were achieved is included in Part D, Results and Accomplishments.

Part C

General Design of the Rural Component:

The original Kansas proposal was unique in that it contracted three school settings representing rural, rural-urban, and urban areas to set up model career education programs in the State.

Clay Center represents the school in the rural setting with an enrollment of 1,900 students in a town of around 5,000 population.

Our Exemplary Program follows the four phases of the original application.

a. Orientation - The orientation phase will place emphasis at the elementary level but will also follow through to grade 12. Through this phase the student will gain a better understanding of the varying types of jobs through units of study, field trips, resource speakers, and the use of audiovisual aids. Resource centers for career information will be established in the schools to serve the staff and school population. Local advisory committees will be established to enlist community support.

b. Exploration - The exploration phase will place emphasis at the junior and senior high levels but may extend down into the elementary school. Students will be given opportunities to explore in more depth the careers of their individual interests. The home economics and industrial arts programs will be expanded to allow students more hands-on experiences related to job skills.

c. Applied Experience - This phase will be provided by a Cooperative Work Experience Program at the senior high level. Opportunities for skill development will be afforded through specific vocational training programs in the high school.

d. Placement and Follow-up - This phase will be done by the guidance and counseling department and the work experience coordinator to supervise students in their transition from school to work.

The U.S.D. #379 administration developed the following outline, in the original application, to guide the program in implementing the four phases.

a. Orientation

  1. Elementary - K-6.

    a. Classroom units of study related to job families in in the "world of work."

      1. Kindergarten - Family and immediate school surroundings.
      2. Grade One - Neighborhood.
      3. Grade Two - Community and local region.
      4. Grade Three - Kansas and interdependence of of occupations between communities.
      5. Grade Four and Five - Development of awareness and appreciation of multitude of occupations in different regions of the United States--also interdependence of workers between regions.
      6. Grade Six - Factors important to personal satisfaction in selecting careers.

    b. Emphasis on developing positive images.

      1. Respect for all occupations.
      2. Appreciation of quality craftsmanship.
      3. Attitude toward work.
      4. Personality factors such as responsibility, competency, interdependence, etc.

      5. Educational and training requirements.

    c. Classroom methods and techniques.

      1. Incorporated in existing curriculum and related to various subject areas.
      2. Visitations and use of community resource people.
      3. Audiovisual aids.

  2. Junior high school - 7-8

    a. Classroom occupations study.
    b. Intensive guidance and counseling services.

b. Exploration

  1. Junior high - 7-8

    a. Expansion of curriculum in industrial arts and home economics.
    b. Small business organization.
    c. Summer programs for applied work experience.

  2. Senior high school - 9-12

    a. Career exploratory seminars.
    b. In-depth studies of individually selected careers.
    c. Preparatory study for cooperative work experience class enrollment the senior year.
    d. Intensive guidance and counseling.

c. Applied Experiences

  1. Senior high school

    a. Enrollment in existing occupational courses.
    b. Cooperative Work Experience Program diversified to include multiple areas.

      1. Commonalities class.
      2. Specialized training opportunities utilizing community resources.
      3. Bridging the gap between school and work.
      4. Employee and employer relationships.

d. Placement and Follow-up

  1. Counseling services for initial occupational placement.

2. Follow-up of graduates to assist in:

   a. Change of occupations.
   b. Need for additional training programs.
   c. Program evaluation.

3. In-school placement service for part-time or summer employment.

Procedures Followed:

The U.S.D. #379 administration made some decisions on guides to implement the program. They included the following:

1. The beginning staff would consist of:

   a. A half-time director.
      Duties: To direct and coordinate the entire Exemplary Program.
   b. A part-time secretary.
      Duties: All secretarial duties connected with the Exemplary Program.
   c. A full-time counselor.
      Duties: To help the director coordinate in-service training, teach the junior high "World of Work" (W. O. W.) class, and act as a career education resource for teachers and students.

2. The second and third year staffs consisted of:

   a. A full-time director.
   b. A part-time secretary.
   c. A half-time vocational guidance counselor.
      Duties: To implement in both high schools Awareness Seminars and Career Education Information Centers and to instruct the 8th grade W. O. W. program at Wakefield.
   d. A full-time cooperative work experience coordinator.
      Duties: To teach the formal class and to place and coordinate 45 students for on-the-job training.

   (See appendix, chart 1 for Administrative Chain of Command.)

3. To emphasize the program's phases we have used a three prong thrust each year as follows:

   a. Orientation and involvement of students.

   b. Orientation and involvement of teachers.
   c. Community awareness and involvement in the exemplary program.

4. Several special guidelines were set up by the administration to start the program.

   a. Activities will be set up and used in Clay Center city schools first and then extended to the rest of the district's schools.
   b. First year's emphasis will be placed on the Orientation phase at all levels with other phases having secondary status.
   c. For students a threefold emphasis will be at the 7th and 8th grade levels.
   d. For faculty of the school district, in-service training is a must and will be open to all faculty members of U. S. D. #379.

1.0 ORIENTATION

First Year Implementation:

1.1 The first year orientation of career education for students consisted of a twofold thrust at the 7th and 8th grade levels.

   a. Academic course work should be oriented and presented to the students in a way that would be more relative to the world of work. This area will be accomplished through the in-service training of teachers by informing and demonstrating to them how they can make their course work relevant to career education.
   b. A new course area was added called the "World of Work" (W. O. W.) class. It is offered at the 8th grade level once a week and runs for an 80 minute class period. This course's objective is to assist students in planning their educational and occupational futures. (See Appendix A, chart 1 for W. O. W. objectives and course outline.) This course has held high interest by the use of many outside resource speakers, films, and filmstrips. Some examples include:

      1. A local barber was asked to come in and speak on his occupation. While he was telling the class about training, job qualifications, etc. he performed a demonstration on three class members of a hair trim, a hair cut, and a man's hair style. This same

type of thing was also done for cosmotology and the use and care of wigs.

2. Prior to the 8th graders high school enrollment a representative was invited from a private business school, vocational technical school, junior college, and a university to speak for each area giving advantages, special services, etc. that each has to offer a student. This was to give background information for a more intelligent enrollment.
3. A combined aerospace assembly in the high school auditorium was planned and presented to all 8th graders in the unified district. It stressed the new advancements in aviation and the many job opportunities it affords.

1.2 The first year's orientation for teachers was accomplished by teacher involvement in classes given by Kansas State University and workshops.

a. The first teacher orientation class was given by Kansas State University the first semester we participated in the Exemplary Program. The class title was Occupations Education and there was an enrollment of 38 teachers out of a possible I20. Areas to be covered in this course were assigned to committees and included the following:

    1. Curricular Innovations and Group Activities.
    2. Student Personnel Services.
    3. Formal Study of Occupations.
    4. Simulation Games.
    5. Resources and Media.
    6. Work Experience.

    The reports from these committees were used to add substance to our career education outline.

b. A teacher workshop on the use of video tape recorders was presented in two sections (afternoon and evening) to familiarize teachers with the use of new audiovisual equipment that had been purchased. Fifty teachers attended the workshop.

c. During second semester one teacher did his masters degree paper at Kansas State University on setting up a district-wide industrial arts career education oriented program.

d. It was determined that our second year's major thrust would be geared to the K-6 elementary level. We began laying ground work during the first year for the second year's major emphasis.

1. A Career Orientation workshop was presented by Kansas State University for our elementary teachers. Schools in the district were dismissed early to allow the workshop to run from 3:00 p.m. until 9:00 p.m. A meal was catered for the participating teachers of which there was 100% attendance.
2. A follow-up summer, grade level workshop was held with three teachers representing each grade level (K-6) participating with the specific objective of setting up the elementary career education program for the second year. They were paid $2.50 per hour and given 24 hours working time to complete their program. During grade level meetings at pre-school teacher orientation, these workshop participants outlined and explained to the rest of the teachers the plan for the coming year. This was very successful and we achieved 100% elementary teacher participation in the program the second year. (See Appendix A, chart 3 for Elementary Workshop.)

1.3 Community orientation was accomplished by numerous talks to all of the local service clubs, all of the district's P. T. A.'s, and through newspaper stories.

- a. Community involvement was accomplished by using the Chamber of Commerce to help acquire work stations in the community for the work experience programs initiated the second year. They ran a business community survey and held several coffees to get local businessmen informed and involved.
- b. Key community people were invited to attend the one day elementary workshop to hear the career education orientation and have dinner with the teachers.
- c. The community was also involved by giving their services as resource speakers and field trip hosts.

Second Year Implementation

1.4 The second year in the orientation phase moved ahead smoothly and successfully in the student area.

- a. The elementary program was initiated and expanded to all 7 elementary schools in the unified school district.
- b. The junior high W. O. W. program was also initiated and expanded to all 5 junior highs in the unified school district.

(See Appendix A, chart 4 for map of Unified School District #379.)

c. The high school orientation program was initiated at Clay Center Community High School in the form of Awareness Seminars. These seminars are offered once or twice a week during a 30 minute activity period and are open to any students that are interested in the program for that day. Programs feature resource speakers, filmstrips, movies, video tapes and field trips to inform interested students about the world of work. (See Appendix A, chart 5 for Awareness Seminar Topics.)

d. All students were involved in career education through the greater use of resource speakers, field trips, and visual media this year.

1.5 The second year orientation of teachers moved ahead smoothly by adding new teachers to career education participation.

a. Kansas State University's College of Education, Center for Extended Services and Studies was contracted to instruct and consult with all of our unified district's teachers on the use of new forms of visual media for enhancing career education presentations in the classrooms.

1. The elementary teachers were given time off, with the use of substitutes, to attend afternoon work-shops from 1:00 to 4:00 p.m. along with other teachers of their grade level. These elementary workshops covered:

   a. Overhead projector use.
   b. Color lifting.
   c. Dry mounting with a dry mount press.

2. The high school teachers had a choice of what workshops they wanted to attend but these workshops ran from 3:30 to 4:30 p.m. Their workshop choices included:

   a. 2x2 slide programs.
   b. Freehand drawing.
   c. Use of video tape equipment.
   d. Use of the dry mount press.
   e. Overhead projector techniques.

3. Each building was given a time for its teachers to have individual consultations with the media experts as a follow-up to the workshops.

b. During second semester of this second year we had Kansas State University present a second class on Career Education. The first credit (either undergraduate or graduate) for this class was earned for teacher career education orientation. The following two credits covered the development of career pacs to use in career education teaching. A total of 41 teachers participated.

c. Looking forward to the third year's emphasis being on the high school level, a workshop similar to the elementary one the summer before was set up with 3 junior high and 12 high school teachers hired. From this workshop we predicted up to 30 academic course areas could implement career education at the high school level the third year.

1.6 Community involvement was again a high order of priority. More community responsibilities were accepted by:

a. The administration asked 35 people from the community to serve on a Career Education Study Committee to study the unified school district's vocational curriculum and facilities and make recommendations so that the district could better serve career education. (See Appendix A, chart 6 for Career Education Committee summary.)
b. Forty-five work stations were provided for our Cooperative Work Experience Program. (G.O. Ed.)
c. The community and school worked together to have students participate in a Retail Salesmanship course dually sponsored by the State Department of Vocational Education and the local Chamber of Commerce. Kansas State Teachers College of Emporia presented the class. The course was given in two evenings with local business people and 18 G.O. Ed. students working together to solve class assignments.
d. An advisory committee made up of six businessmen and one student to help guide the policy-making of the Cooperative Work Experience Program was organized. (G.O. Ed.)
e. The community attended the Employer Appreciation Banquet presented by the G. O. Ed. Program. Dr. Robert Meisner of the Department of Adult and Vocational Education,

College of Education, Kansas State University, Manhattan, Kansas was the featured speaker.

f. Through the Education Committee of the local Chamber of Commerce a six-man advisory committee for the whole Exemplary Program was provided.

g. The paper gave an article a week on a G. O. Ed. student at a work station with a local business. They summerized what the student was doing and the training he was receiving.

h. An increasing number of resource speaker and field trip requests were hosted.

i. The exemplary staff also contributed to community awareness by presenting numerous programs, hosting five group visitations, and sending out 23 sets of materials to 11 different states.

Third Year Implementation

1.7 The third year orientation phase for students moved smoothly forward.

a. The elementary program was involved at all buildings.

b. The junior high program was involved at all sites with a few more classes participating.

c. Awareness Seminars were expanded to the other high school in the district. (Wakefield)

d. At the high school level we had approximately 20 academic areas now using career education as a result of the summer workshop.

e. For the third straight year more career education information was made available to our students through more classes using an increased number of resource speakers (200+), field trips (100+), simulation games, and audiovisual aids.

1.8 The third year of career education orientation for teachers was fulfilled by:

a. Individual or small group in-service training by exemplary staff.

b. Taking career education courses offered on the Kansas State University campus.

c. The Teacher Corps, a federally funded program just beginning in our school district, which has accepted career education as a philosophy to use in their program of helping underprivileged children. (They have been orienting and using a lot of career education materials.)

1.9 Community involvement in the third year again reached a high level of responsibility.

a. The community provided 42 work stations for our Cooperative Work Experience Program.

b. The local Chamber of Commerce sponsored another evening course through the Kansas State Teachers College of Emporia on Retail Theft Control. We had 15 G. O. Ed. students participate with local business people in this year's program.

c. An employers coffee sponsored by G. O. Ed. students was well attended.

d. An employers fun night sponsored by G. O. Ed. students was held.

e. The Employer Appreciation Banquet was sponsored by the G. O. Ed. program with Mr. Wilbur Rawson, Director of Exemplary and Special Needs for the State Department of Education, Division of Vocational Education, as the featured speaker.

f. There was good newspaper coverage of field trips and class projects.

g. The entire community hosted an increased number of speakers (200+) and field trips (100+).

h. The exemplary staff again contributed to community awareness by presenting 26 programs, hosting 8 group visitations, and sending out 53 sets of materials to 10 more states. (Additional states from last year's count.)

2.0 EXPLORATION

First Year Implementation:

During the first year of the program exploration was not a first priority so anything that was done in this area came from the teacher's own choosing and initiative except in junior high home economics and industrial arts.

2.1 Elementary - No activity in this phase.

2.2 Junior High

a. The big change in home economics and industrial arts exploration (hands-on experiences) was to have the girls go down to shop and the boys come up to the kitchen for two weeks. McKinley Middle School in Clay Center initiated this project.

1. The girls were then introduced to:

   a. Career opportunities and uses of industrial arts training for girls.

    - b. Mechanical drawing projects.
    - c. Woodworking projects that gave some basic skill in layout, cutting, and finishing.

  2. The boys were then introduced to:

    - a. Career opportunities and uses of home economics training for boys.
    - b. Grooming principles and practice.
    - c. Proper etiquette.
    - d. Basic skills in sewing, ironing, and cooking.

- b. The McKinley Middle School librarian set up a special unit on the operation of audiovisual equipment. The career opportunities were discussed in this field and the students were given a diploma upon completion of the four-hour course. The diploma certified them for teacher aides on audiovisual operation. Equipment operation and care covered the following:

  1. Filmstrip projectors and viewers.
  2. Slide projectors.
  3. Record players.
  4. Tape players.
  5. Cassette players.
  6. Movie projectors.
  7. Video tape machine.

2.3 High school - No activity in this phase.

Second Year Implementation:

This year more emphasis was placed on activities concerning the exploratory phase.

2.4 Several elementary projects sprang into existence.

- a. A second grade class at Lincoln Elementary, during a study of food in health, branched off into the career of a chef. For hands-on interest the teacher had the students write up recipes as an English project for a recipe book and had it printed. The best recipe was picked (brownies), and the class divided into teams and each team had a part in the preparation and baking of the brownies which turned out to be the best ever.
- b. A third grade teacher at Green Elementary had her class form a model corporation, pooled ten cents

per child, bought materials, made Christmas tree decorations, and sold them just before Christmas at a nice profit.

c. A fourth grade class at Green Elementary formed a model corporation, pooled fifty cents per child, bought materials to make a low priced and medium priced product, ordered from a catalog (learning the use of and how to order from a catalog) a high-priced product, sold these and compared the profit from each.

d. A sixth grade class formed a paper drive collection business as an activity supplementing a class unit on ecology.

2.5 Junior High

The exploratory phase was extended to all other junior highs in the district through the home economics and industrial arts program.

a. McKinley Middle School carried through its second year of boys to home economics and girls to industrial arts.

b. The exchange of boys to home economics and girls to industrial arts was initiated at Longford Junior High. Boys did sewing and cooking. Girls did simple projects (bookends) and refinishing furniture.

c. McKinley Middle School home economics added two new areas.

    1. Child care with youngsters being invited to attend for one week with students planning for, caring for, and feeding the invited guests.
    2. Interior decoration unit with students learning the basics and then building models to put them in practice. This unit was topped off with a trip to a furniture store and an $80,000.00 professionally interior decorated home.

d. Longford Junior High (7 & 8) formed a project for a comparison of building paper houses on a custom and assembly line basis. Findings:

    1. Students got tired of assembly line, doing the same thing over and over again.
    2. The assembly line built more paper houses in the same alloted time.

e. McKinley Middle School initiated parts of the World of Construction in their industrial arts program.

f. Wakefield Junior High initiated parts of the World of Manufacturing in their industrial arts program.

g. A McKinley Middle School study hall teacher conjured up student energy and enthusiasm for forming a model corporation for making chess sets. The corporation was both a student learning success and also a profitable success because without even advertising they sold over 70 sets. Some orders came from as far as Florida and Texas. Students made a very fine profit on their shares.

h. Longford Junior High formed J and H Enterprises. This model corporation had an assembly line operation set up to manufacture electrical extension cords, called "Kool Kords", in 6, 8, 10, and 12 foot lengths. The students decided not to invest any money in shares until they knew how many they could sell. They sold over 85 units which produced a handsome profit.

2.6 High School

The Clay County Community High School began its participation into this area by the following:

a. A Career Information Center which is a student oriented vocational guidance center was established in the counseling department of the Clay Center High School. In addition to references and other materials on career education and vocational guidance, this center houses the K-VIEW (Kansas Vocational Information for Education and Work) equipment and materials. K-VIEW is an automated, student operated reader-printer which will provide up to four pages of occupational information from a data card. This information may be read directly from a screen or a print out can be made if the student so desires.

b. The counselors initiated a new job information project for students in the Career Information Center. This project consisted of taped interviews of five different jobs being borrowed from the Kansas University Guidance Department every two weeks and placed in the Career Center for the students individual listening and study. The titles of the tapes were posted on the counselors bulletin board. These tapes proved to be very popular.

c. The high school counselors and the work experience coordinator initiated a program second semester, for the junior students who are planning to take the General Occupations Education Program (Work Experience) their senior year. This new introductory program will prepare them for job interviews and an in-depth study of several occupational choices that they might choose from for next year's job. (See Appendix A, chart 7 for orientation outline)

Third Year Implementation:

This year the momentum picked up in this phase with more teacher participation. Last year's activities became more sophisticated and more activities were initiated.

2.7 The elementary level was more active than ever.

a. The Lincoln second grade cooking project was back again with the same overwhelming success.
b. At Wakefield the third grade wrote a play on the world of work, staged the play before the video tape machine, and showed it on T. V. for a parents party. The students found that there were over 200 occupations connected with the production of a T. V. program.
c. Green's third grade had their Christmas decorations model corporation again. They also repeated on the profit.
d. Green fourth grade's model corporation, on making a low and medium priced article and buying a high-priced article to sell, was again successful.
e. Idana's fourth, fifth, and sixth grades produced a newspaper as an English project after a field trip to the local newspaper and a nationally known author was invited to speak to the class.
f. A Lincoln fourth grade class in a section on American industry, following a field trip to a local plant, set up a model assembly line and produced paper wagons. This same class also produced skits on job areas and staged these over the year.
g. The fifth and sixth grade class at Green Elementary, after field trips and speakers, produced a newspaper in their English course.
h. A sixth grade class at McKinley Middle School produced several plays that compared an occupation in a country they were studying in social studies to the same occupation in the United States. These were video taped and presented to parents and other sixth grade classes.
i. Two teachers in fifth grade classes made special use of the DUSO Kit which was purchased this year. It uses class participation to investigate attitudes.

2.8 The junior high area also picked up new teacher participants and student activities.

a. A McKinley math teacher, using one of his career pacs he had worked up in an in-service class, used model computor kits to help students understand the use of math in one area of the world of work. Interested students put the kits together and all students used them to work problems.

b. Two McKinley social studies teachers put more career education in their simulation of a mock presidential election and stock market activity. The election was also video taped to be shown to parents and other classes.

c. The home economics and industrial arts departments had the boy-girl exchange again this year with Morganville Junior High joining the other two.

d. The home economics department at McKinley added a new area in cosmetology to go along with the replay of the child care and interior decorating activities. The cosmetology module consisted of having a local beauty salon owner come into the class and go over hair styles, cover information on wigs, career opportunities, and finish with the girls styling each others hair for several days.

e. The industrial arts departments of McKinley Middle School and Wakefield Junior High exchanged courses in the World of Construction and the World of Manufacturing. The instructors used only parts of these courses in their regular class plan.

f. McKinley Middle School model corporation this year has been in the plastic molding area. This has really gone over big with the students. They have molded paper weights, pen sets, smiley faces, magnetic flowers for posting notes on metal, miniature feet, and many other items too numerous to mention.

g. Longford's model corporation went into the field of boot jacks. They designed their own proto-type, bought raw materials, set up an assembly line, drew up advertising, and went into production. They received orders for over 160 jacks and had an established company inquire about a standing order of two hundred boot jacks per month.

h. Morganville Junior High eighth grade joined the model corporation group by setting up and producing, through the combined efforts of the home economics and industrial arts departments, a foot stool which they named the "Sturdy Stool." Here again the demand was well over the possible production potential.

None of these model corporations have ever lost money.

2.9 High School

a. The Clay Center Community High School home economics department joined the emphasis on career education and the exploratory phase by adding three areas to their program.

1. A new unit on restaurant work and the occupational opportunities in this area were explored. A local restaurant owner was asked to speak in class and then the students decided to simulate one and run it.

   To do this they picked the time right after school from 3:20 to 4:00 when many students are just killing time and waiting on bus transportation. The restaurant operation ran for three weeks, one class participating each week. Each class divided up into teams and had special jobs which were traded around so that all would cover each area. The charges were just to cover the costs and the restaurant specialized in foods not commonly found downtown. It was a tremendous success.
2. The home economics department also added a child care unit with "live kids" to their program. The high school child care unit ran along the same lines as the junior high model.
3. Another new area was a unit on "Career Exploration of Home Economics Occupations." The five week unit involved evaluation and exploration of the six areas of home economics related occupations as well as personal analysis by the students of their qualifications for the home economics related occupations.

   First, the students reviewed the six job clusters of the home economics related occupations and the various jobs within them. For two weeks in the classroom students evaluated their own personality, physical status, interests, abilities, hobbies, activities, social needs, and plans for the future. The Kuder Interest Survey was taken by the students and used for evaluation of interests. The pamphlet, "Exploring Your Future," Kansas Extension Service, Kansas State University, Manhattan, Kansas also served as a resource.

   After each student wrote a self profile as a final evaluation of their suitability to various jobs, they chose two home economics related occupations they wished to explore in the community. Merchants had been previously contacted concerning the program. Each student spent one week of class time at a job and returned to the classroom for two days of evaluation of the job and their suitability to the job. The experience was repeated for one more week with the students at another job with a final evaluation.

Students made many discoveries concerning not only various occupations, but most important, their suitability to these jobs.

The exploration phase has been one of the more exciting phases for the students.

3.0 APPLIED EXPERIENCE

First Year Implementation:

3.1 High School

The first year in this phase consisted of designing the type of Cooperative Work Experience Program that was desired, setting the guidelines to follow, and getting the foundation work laid for starting the program the second year. The Administration decided:

a. The new type of Cooperative Work Experience Program that would be economically feasible for a small rural community school would be called "General Occupations Education" or "G. O. Ed."

b. The program would enroll up to 45 senior students under the supervision of one coordinator. (The present maximum ran from 18 to 25 per coordinator.)

c. Each participating student will be enrolled in a formal, one period a day class called General Occupations. This class will cover the areas common to all phases of the world of work. The individualized study will also take part of this formal class time. (Present programs require 2 hours a day in formal class.) (See Appendix B)

d. This program would cover all areas of the world of work and not be specialized to one.

e. The students would be able to vary their time to fit their school schedule and the employers preference by working from one to three hours per day for school credit and pay. (Most present programs require three hours per day with no exceptions.)

f. The students may work before school, during school, after school, or any combination of the three to fit their school schedule and the employer's preference. (Most programs now require only afternoon work.)

g. Priorities for student enrollment acceptance would be:

    1. Students with no work experience and who are planning on going right to work after high school graduation.
    2. Students who have had work experience and plan on going on-the-job after graduation.
    3. College bound students that need work experience.

h. Two Chamber of Commerce committees, Education Committee and Manpower Development Committee, were asked to spearhead the drive for potential employers of the students. They used a two-prong attack: First - a survey was mailed out to all prospective businesses in town, second - coffees were set up for prospective employers to attend to receive an explanation of what the program was trying to do and to answer any questions they might have.

i. A presentation of what the program was all about and how it would work was given to all the juniors at Clay Center Community High School to see how many were interested. The presentations were made during the junior, American History class periods to keep the groups small so that they would be more likely to discuss and ask questions.

Forty-five students ended up enrolling for the first year's operation of G. O. Ed.

Second Year Implementation:

3.2 High School

1. The Cooperative Work Experience Program for seniors at Clay Center Community High School called G. O. Ed. went into full swing with 45 students enrolled. After a smooth, successful year we finished with 42 students completing the year. (One student finished school at mid-semester.)
2. The second semester, junior G. O. Ed. prep program was initiated with good success. (See Exploration, 2.6 c)
3. For community involvement highlights see Orientation, 1.6 b and e.

Third Year Implementation:

3.3 High School

1. The second year of our G. O. Ed. program moved ahead smoothly under a new coordinator with 43 students. (The enrollment was down two but the senior class had 20 students less.)
2. The G. O. Ed. program was also offered at Wakefield High School and 5 students showed an interest but all decided not to participate when enrollment came.
3. During this year of the Cooperative Work Experience Program the Systems Development Corporation of Santa Monica, California selected this program as one of fifty to undergo an in-depth study for the U. S. Office of Education. (See Evaluation section, #4)

4.0 PLACEMENT AND FOLLOW-UP

First Year Implementation:

The high school guidance department along with the local Chamber of Commerce (acting as a local placement center downtown) worked together in passing job placement information back and forth. The Kansas State Employment Office hired a lady to help the chamber with job placement in Clay County during the summer and the Exemplary director worked very closely with her.

Second Year Implementation:

a. The high school guidance department initiated a follow-up study of Clay Center Community High School graduates of 1971 (1st year graduates), 1969 (3rd year graduates), 1967 (5th year graduates), and 1962 (10th year graduates). This was the first follow-up study that had been done for sometime.
b. The U. S. D. #379 administrative office initiated and completed a district-wide career education study. (See Appendix A, chart 6.)
c. Cooperation on job placement with the local chamber office continued as it did the first year.

Third Year Implementation:

a. The high school guidance department conducted its second annual high school follow-up study and included Wakefield High School. This year's study covers the graduates of 1972 (1st year graduates), 1970 (3rd year graduates), and 1968 (5th year graduates).

b. A special section was added to the above mentioned survey specifically for G. O. Ed. students to answer. (See Appendix B.)
c. Cooperation with the local chamber office continued with our cooperative work experience coordinator helping feed in new job opportunity openings as he made his rounds checking work stations.

Part D

Results and Accomplishments

The Clay Center Exemplary Program has achieved all of its objectives with the outstanding cooperation of the Clay Center community, Kansas State University, and the State Department of Education - Division of Vocational Education.

Objective 1 was accomplished by bringing occupational orientation for students into the classroom at all levels through in-service training of our teachers, purchasing of commercial career education materials and audiovisual equipment, use of locally developed occupational materials, and the use of professional resource personnel. A teacher participation survey showed that 88% of the district's teachers, K-12, were involved in career education. (See Appendix C.)

Objective 2 was accomplished by several means that were used to increase student awareness of occupations, careers, work attitudes, and to provide some skill levels that can be used on the job.

a. Elementary level - Classroom materials and visual aids.
b. Junior High level - Industrial arts, home economics, model corporations, and the W. O. W. class.
c. Senior High level - Career day, K. U. Interview tapes, K-VIEW, Awareness Seminars, and vocational courses.

Objective 3 was accomplished by the G. O. Ed. program giving up to 45 students a year of actual work experience for pay and also course credit for graduation.

Objective 4 was accomplished with specific skill training for students being achieved in the following manner:

a. Junior High level - Home economics, industrial arts, and model corporations.
b. Senior High level - Work exploratory, vocational courses, and G. O. Ed. program.

Objective 5 was achieved with the guidance counselors at the high schools being very active in the career education program. Some of their activities include:

- a. Career Day - Over 60 different areas were presented to more than 700 students covering the 15 job clusters.
- b. Career Information Center -
    1. Career information library.
    2. K-VIEW machines and materials.
    3. K.U. interview tapes.
- c. Awareness Seminars.
- d. Job Placement.
- e. Individual vocational guidance and counseling.

Objective 6 was accomplished by our model program developing curriculum materials and projects that can be used by other schools. Some of these topics include:

- a. Elementary -
    1. Career education information in the classrooms.
    2. Model corporations.
- b. Junior High -
    1. W.O.W.
    2. Changes in industrial arts and home economics courses.
    3. Model corporations.
- c. Senior High -
    1. New enrollment procedures.
    2. Bachelor Living course.
    3. Family Living course.
    4. G.O. Ed. junior introductory course.
    5. G.O. Ed. program.
    6. Career Information Center.
    7. Awareness Seminars.
    8. Student-businessmen courses.

(See Appendix C.)

Objective 7 was accomplished by putting an emphasis on using the local community and its resources. Our records show we have logged 200+ resource speakers, 100+ field trips, 28 work exploratory stations, and 45 work experience stations. Many of the school personnel have been used by other teachers in a cooperative way to energize classes.

Part E

Evaluation

The general evaluation section is completed by the Executive Director of the State Advisory Council for Vocational Education who has served as the third party evaluator.

Internal evaluation has included studies of:

1. The Exemplary Program in general.
   a. Thirty-five people from the community served on a committee to evaluate the district's vocational curriculum and facilities that serve our career education program. Their overall recommendation was to place greater emphasis on additional areas of exploration and limit additional in-depth study. More specifically, they listed 7 one year goals and 3 three year goals. (See Appendix A, chart 6.)
   b. A teacher survey was taken toward the end of the second and third years of the programs operation. The following table shows how the teacher felt career education was accepted by each listed area. (See Appendix D)

1. Not at all.
2. A little bit.
3. About Average.
4. Considerable.
5. Enthusiastically.

Acceptance of Career Education By:

	1971-72				
	1	2	3	4	5
1. Community			18%	18%	66%
2. Parents				50%	50%
3. Administration			18%	18%	66%
4. Counselors				33%	66%
5. Elementary Teachers				50%	50%

Acceptance of Career
Education By:

1. Not at all.
2. A little bit.
3. About Average.
4. Considerable.
5. Enthusiastically.

1971-72

	1	2	3	4	5
6. Junior High Teachers			18%	33%	50%
7. Sr. High Voc. Teachers				83%	18%
8. Sr. High Academic Teachers		33%	66%		

1972-73

	1	2	3	4	5
1. Community			18%	33%	50%
2. Parents			18%	33%	50%
3. Administration		18%	66%	18%	
4. Counselors					100%
5. Elementary Teachers			18%	18%	66%
6. Junior High Teachers				18%	83%
7. Sr. High Voc. Teachers				33%	66%
8. Sr. High Academic Teachers (33% did not answer)			66%		

Comparison of the above charts shows final acceptance of career education to be greatest among counselors, senior high vocational teachers, and elementary and junior high teachers.

c. A career interest survey was given by professional boy scout directors to the 9th, 10th, and 11th grade students to determine which occupational areas held the highest interest. The top ten in order of favorability are listed below.

1. Sports/Recreation

2. Auto Mechanics
3. Camping/Hiking/Canoeing
4. Agriculture
5. Music
6. Nursing
7. Field Sports (hunting, fishing)
8. Social Service
9. Interior Decorating
10. Secretary

2. Specific Student Groups.

a. World of Work class (W. O. W.).

1. At the end of each of the 3 years of operation, a survey was given to the students to determine their needs and how to better meet them. (See Appendix D.) A key question was to rate the over-all benefits received from the W. O. W. program. Results:

	Alot of help	Some help	No help
1. 1970-71	67%	33%	0%
2. 1971-72	59%	40%	1%
3. 1972-73	62%	38%	0%

2. A survey was conducted of 8th grade students to find out which areas were chosen for high school enrollment.

	1971-72	1972-73
1. Career oriented. (Vocational Arts and Business)	37%	41%
2. College Prep.	49%	36%
3. General	14%	23%

b. Awareness Seminars (open to all high school students.)

1. The Awareness Seminar Survey (See Appendix D) was given to 362 freshman, sophomore, and junior students at the close of the 1973 school year. Two of the key questions in the survey showed:

a. Results from attendance of the seminars:

1. Caused me to think about what I will do in the future.	34%
2. Made me aware of the many occupations to choose from.	30%

3. Provided added knowledge of the world of work. 25%
4. Created interest in a certain job 15%
5. Gave a better understanding of myself 6%

b. Of the 242 students that said they had attended seminars, the question, "Should the seminars be continued next year? " was asked.
Yes 218 No 24

2. The same high school group of 362 freshman, sophomore, and junior students was asked which area of study was chosen for high school enrollment.

a.	Career oriented (Voc. Arts & Business)	41%
b.	College Prep	36%
c.	General	23%

3. Career education emphasis has shown up in high school course enrollments. It should be stressed here that total high school enrollment has decreased in each of the last 3 years.

a. Business courses:

	1971-72	1972-73	1973-74
1. Shorthand	27	37	23
2. Bookkeeping	23	41	32
3. Record Keeping	7	26	13

b. Vocational courses:

1. Carpentry I	18	32	18
2. Power Mechanics	35	52	61
3. Work Experience	45	42	39

c. Home Economics:

With a decrease in total enrollment, the home economics department is maintaining an even enrollment. Another class in Bachelor Living had to be added for next year making 3 Bachelor Living sections and 3 Family Living sections.

d. There has been a decrease in college prep courses as shown:

1. Foreign Language	80	56	62

	1971-72	1972-73	1973-74
2. Sociology & Psychology	75-90	45-55	27-36
3. Chemistry	51	32	26

c. General Occupations Education (G. O. Ed.).

1. Selected achievements were compared among work experience students. The last semester of the junior year was compared with the first semester of the senior year in:

   a. Number of credits:
      1971-72 60% carried more credits senior year.
      40% carried same number of credits both semesters.
      0% carried fewer credits senior year.
      1972-73 28% carried more credits senior year.
      44% carried same number of credits both semesters.
      28% carried fewer credits senior year.

   b. Grades Earned:
      1971-72 67% earned better grades senior year.
      11% earned same grades both semesters.
      22% earned poorer grades senior year.
      1972-73 66% earned better grades senior year.
      5% earned same grades both semesters.
      29% earned poorer grades senior year.

   c. Attendance:
      1971-72 56% had better attendance senior year.
      7% had equal attendance both semesters.
      38% had poorer attendance senior year.
      1972-73 55% had better attendance senior year.
      5% had equal attendance both semesters.
      39% had poorer attendance senior year.

2. The G. O. Ed. students each evaluated their own training station. Three key questions showed:

   a. Has the training program experience been valuable to you? Yes 35 No 2
   b. Will the training help you in other jobs?
      Yes 34 No 2 Don't Know 1
   c. Which school courses tied in with the work you were doing? The top five named were:

      1. Home Economics
      2. G. O. Ed. Independent Study
      3. Power Mechanics

        4. Bookkeeping
        5. Typing

    3. In the G. O. Ed. student's classroom evaluation, the key questions showed:

        a. Twenty-one students found the independent study very helpful and 16 did not.
        b. Thirty-six out of 37 felt the resource speakers added greatly to the class instruction.
        c. Twenty-five felt the films added greatly to classroom instruction and 7 did not.
        d. The top item named as most enjoyed by the class was independent study.

3. Follow-up of high school graduates.

    a. Two of the key questions concerning career education in the follow-up survey showed:

        1. Do you feel Career Day is beneficial?
           Yes 261 No 21
        2. Do you feel Awareness Seminars are beneficial?
           Yes 148 No 125

    b. The former G. O. Ed. students were asked to fill out an additional form which showed they had entered the following areas after graduation:

1. Vo. Tech. School or College	40%
2. Working full time.	41%
3. Armed Forces.	5%
4. Not working.	14%

    Twenty-one retained a position with the same firm they trained with in the Work Experience Program.

4. The Cooperative Work Experience Program in the Clay Center Community High School which is a part of the Exemplary Project in Career Education was selected as one of fifty programs in the United States to undergo an in-depth study and assessment.

    The assessment was undertaken by Systems Development Corporation of Santa Monica, California, under a contract with the U.S. Office of Education.

    The nation-wide study is designed to:

    a. Develop a set of case studies which will document the growth, training strategies, and significant characteristics of fifty different and successful work education programs.

b. Look for commonalities in features and characteristics among the more successful of the fifty programs that can lead to recommendations pertaining to the structure of future work education programs.

c. Collect data on student participation in the fifty programs, and on non-participating students at the same schools, which can be used to link desirable program outputs to student characteristics and goals.

d. Lay the groundwork for a follow-up study.

The study is for federal officials in the Department of Health, Education and Welfare and the Department of Labor concerned with funding and promoting work experience programs, vocational educators at State and local levels who want to improve existing programs and initiate new cooperative work experience programs, representatives from different communities and legislators concerned with shaping legislation pertaining to the support of cooperative work education programs and career education, and representatives from industry and labor who are interested in developing or expanding work education programs in cooperation with their local school districts in different parts of the State and nation.

5. A C.O. Ed. evaluation was written by the Exemplary staff for the North Central Association during the 3rd year of the program.

Part F

Conclusions and Recommendations:

The following are general conclusions that we feel would be necessary in order to have an ongoing career education program:

1. Strong support for the program by the administration and faculty.
2. The director should be a full-time career education coordinator.
3. There must be an adequate budget providing for a secretary, supplies, equipment, in-service training, field trips, and resource speakers to have an ongoing spirited career education program.

4. Strong beginning emphasis should be placed on faculty in-service training. The faculty will not be enthusiastic concerning career education if you let them do it on-their-own with no motivational reward.
5. Beginning emphasis for students should be concentrated in a small specific area with the idea of expanding to other areas over a period of several years.
6. An advisory committee or committees should be established right at the start to give guidance and direction.
7. As much publicity as possible should be presented to the community to keep them informed and enthusiastic about the program.

We have found many advantages and benefits that are to the betterment of the students, school, and community from having career education.

Part G

Budget for Clay Center

	1971	1972	1973
Personnel	$17,978	$34,728	$30,548
Employers Benefits	750	1,500	1,355
Travel	375	1,200	1,350
Supplies	6,820	2,872	2,597
Communications	150	250	250
Services	100	200	100
Final Report			500
Equipment		3,000	1,000
Direct Costs		250	
Other		600	300
Total	$27,410	$44,600	$38,000

Part H - Program Continuation

Rural-type schools have problems of a different nature than those of larger communities. There seems to be a keener sensitivity to schools and their importance to a rural community. The community reaction to alterations of traditional education is quicker in rural areas. Children in rural areas are exposed to work and are aware of what local people do to make a living. In a sense there is a different need for career education in rural areas. Career Education can be tied closely to industrial education and economic development. Cooperative type experience programs must be developed rather than specific, expensive laboratory type vocational programs.

Clay Center, through the Exemplary Program, developed a combination cooperative vocational program at the senior high level that has been very successful. This program has become the basis for other programs in similar schools. The 1974 State Plan for Vocational Education and the Handbook for Vocational Education includes the description of an approved combination cooperative program based on the Clay Center program. Twenty programs of this type will be approved for regular vocational funding next year.

Clay Center will carry on most of the career education activities generated by the exemplary funds and will use, on a consultant basis, a person to direct the activities district-wide. It is evident that rural schools need to cooperate with one another to support career education facilitators and to provide in-service training for personnel. With less staff turnover in most rural areas, the career education thread that extends throughout the education system is more durable and requires less frequent transfusions to support. The Clay Center schools will incorporate a clause in their merit pay criteria for teachers that relates to career education activities. This is an indication of the importance being placed on career education by the school board and administration of the school. There is very strong administrative and community support for career education at Clay Center. The program has an excellent chance to expand because of educational needs assessment and placing of funding priorities.

APPENDIX A

Clay County Unified School District #379

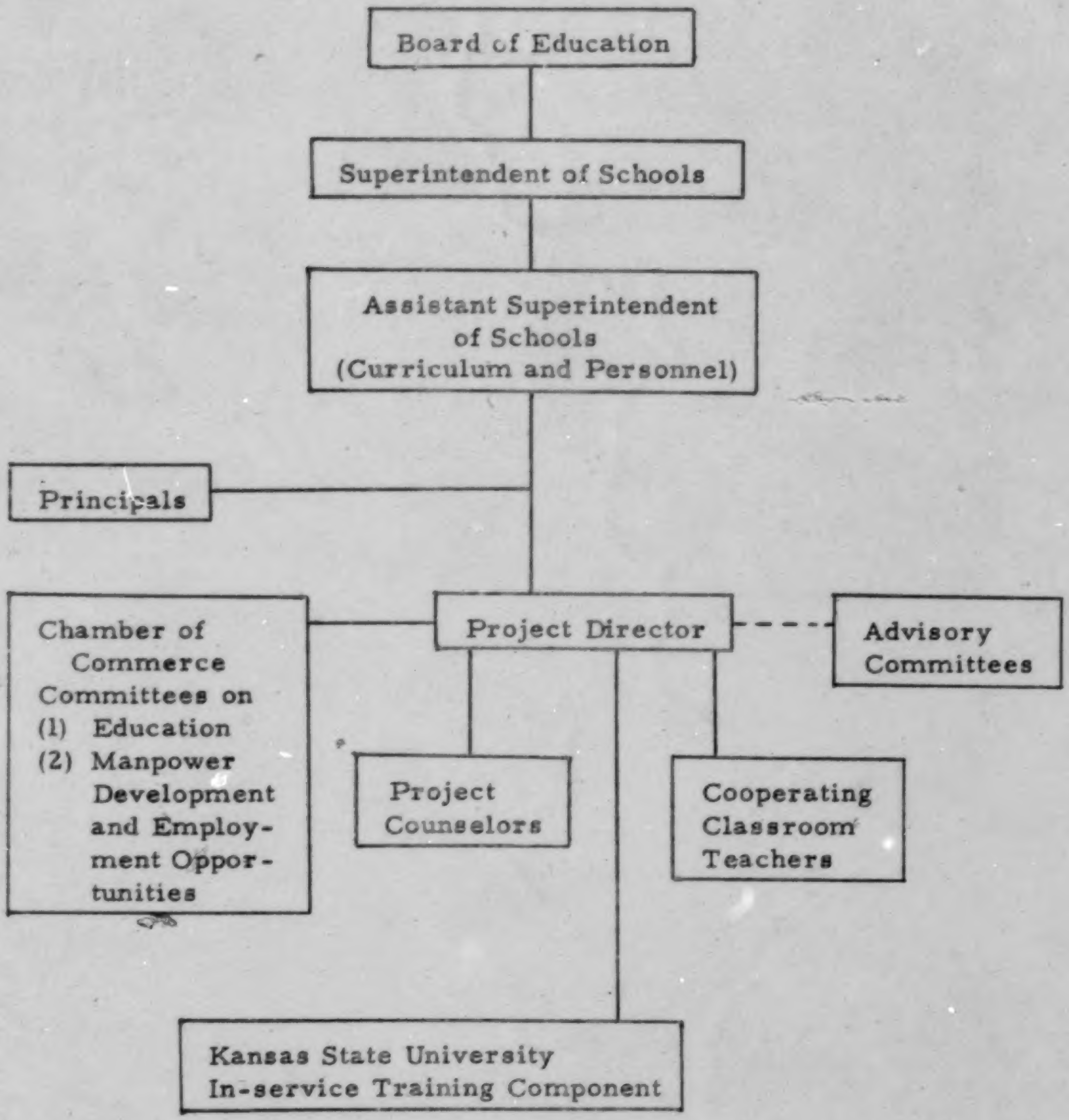

Board of Education
Superintendent of Schools
Assistant Superintendent of Schools (Curriculum and Personnel)
Principals
Chamber of Commerce Committees on (1) Education (2) Manpower Development and Employment Opportunities
Project Director
Advisory Committees
Project Counselors
Cooperating Classroom Teachers
Kansas State University In-service Training Component

Chart 1

World of Work

Objectives of this Course

1. Make school a more meaningful experience for the student by helping them to see the relationship between educational avenues and future career opportunities.
2. Assist the students in making a self-evaluation of their interests, abilities, values and needs as they relate to occupations.
3. Give students an opportunity to explore major occupational fields available to them in the world of work.
4. Guide students in recognizing the economic and social values that work has in our society.
5. Make students aware of the facts that work can give added meaning and many social rewards to a person's life.
6. Help the student learn the best ways and steps that should be taken in making decisions.

In summary, this course is designed to help students plan for their occupational and educational futures.

World of Work

Unit Titles

1. Exploring My Interests.
2. The Value of School Courses Related to Jobs.
3. How to Study and Make the Most of School.
4. Dress, Manners, Etiquette and Personal Health.
5. Personality and Job Success.
6. How to Choose a Career.
7. Discovering Your Abilities.
8. Study of Occupations.
9. Principles of Business and Management.
10. Human Relations: Employer-Employee.
11. How to Find Jobs.
12. Job Application, Interview and Follow-up.
13. After High School, What?

Chart 2

Chart 3

EXEMPLARY PROGRAM ELEMENTARY TEACHERS WORKSHOP
(Follow-up Session)

Workshop Staff and Consultants:

1. Mr. Don Riggs: Workshop Director, K. S. U.
2. Mr. Sam Rogers: Exemplary Program Consultant, K. S. U.
3. Mrs. Mary Ashby and Associates: Lawrence Exemplary Program.
4. Mr. J. Lester Hooper: Clay Center Exemplary Program Counselor.

Workshop Schedule:

Monday, June 14, 1971:

9:00-10:20	a.	Opening remarks and kick-off, Mr. Don Riggs.
	b.	1971-72 Clay Center Exemplary Program Objectives, Mr. J. Lester Hooper.
10:20-10:40		Break.
10:40-12:00	a.	Exemplary Activity Over the United States, Mr. Don Riggs.
	b.	Guidelines for field trips. 1. Student form. 2. Business form.
12:00- 1:00		Noon Break.
1:00- 2:20	a.	Set up general title areas for each grade level.
2:20- 2:40		Break.
2:40- 4:00	a.	Begin work on 1st quarter planning.

Tuesday, June 15, 1971:

9:00-10:20	The Lawrence Exemplary Program Team.
10:20-10:40	Break.
10:40-12:00	Finish 1st quarter planning.
12:00- 1:00	Noon Break.
1:00- 2:20	Begin work on 2nd quarter planning.
2:20- 2:40	Break.
2:40- 4:00	Finish 2nd quarter planning.

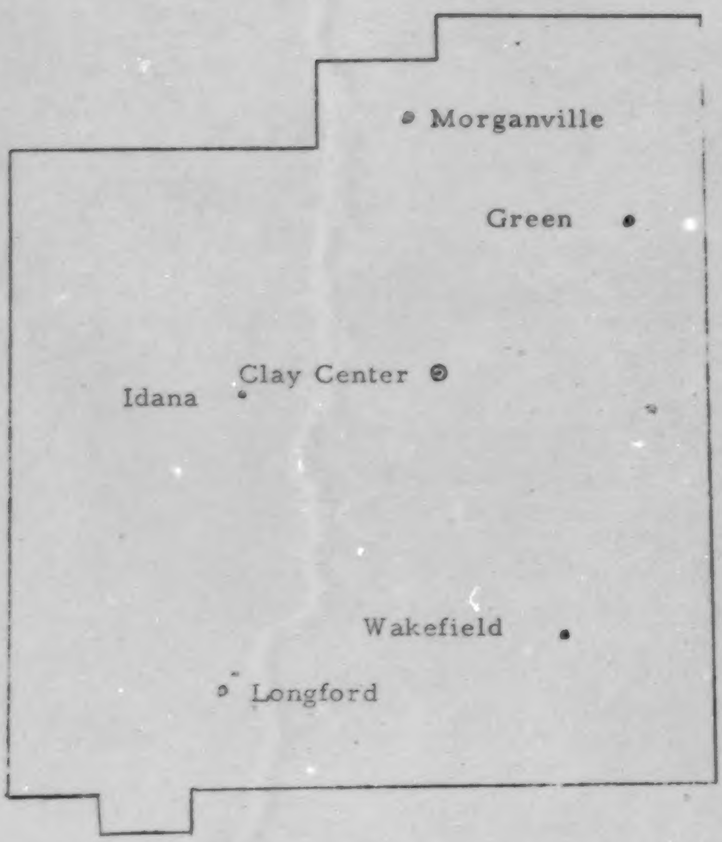
Wednesday, June 16, 1971:

9:00-10:20	Begin 3rd quarter planning.
10:20-10:40	Break.
10:40-12:00	Finish 3rd quarter planning.
12:00- 1:00	Noon Break.
1:00- 2:20	Begin 4th quarter planning.
2:20- 2:40	Break.
2:40- 4:00	Finish 4th quarter planning.

Thursday, June 17, 1971: (If needed)

9:00-10:20	Clean up.
10:20-10:40	Break.
10:40-12:00	Check coordination between grade levels. Determine if additional time is needed.

U.S.D. #379
EXEMPLARY PROGRAM
Education Centers


Morganville
Green
Clay Center
Idana
Wakefield
Longford

MILEAGE

Green to Clay Center	11 miles
Idana to Clay Center	9 miles
Longford to Clay Center	25 miles
Morganville to Clay Center	10 miles
Wakefield to Clay Center	18 miles

Chart 4

Awareness Seminars
Films and Speakers

1. Film, "The American Farmer"
2. Speaker, Farmland Industries
3. "Rewarding Careers in a Dynamic Industry - Agriculture"
4. Film, "Incorporated"
5. Speaker, Manager of J. C. Penney Store
6. Film, "Careers in Business"
7. Film, "Pulse of a City" (metropolitan newspaper)
8. Speaker, Newspaper editor
9. Film, "Careers in Construction"
10. Speaker, Kansas Contractors or Apprenticeship Programs
11. Film, "Preparing for Tomorrow's World" (Atomic Energy)
12. Film, "Cooks, Chefs, and Related Occupations"
13. Speaker, Food Industries, restaurant manager
14. Film, "Job Opportunities in Hotels and Motels"
15. Film, "Jobs in the Baking Industry"
16. Film, "Creative World of Interior Design"
17. Film, "Fashion: The Career of Challenge"
18. Speaker, Water quality control at Salina AVTS
19. Film, "From the Mind of Man" (Health field)
20. Film, "People Who Care" (mental health careers
21. Speaker, Kansas Hospital Association
22. Film, "Horizons Unlimited" (nuclear energy opens career opportunities)
23. Film, "As Tall As the Mountains" (Outward Bound Program)
24. Film, "Ride Cowboy Ride" (quarter horse training)
25. Film, "The Industrial Worker"
26. Film, "Jobs in Drafting"
27. Film, "The 200 million"
28. Film, "Careers in Oceanography"
29. Film, "Industries of the Future"
30. Film, "Opportunities in Sales and Merchandising"
31. Film, "Salesmanship: Career Opportunities"
32. Film, "World Championship: Washer and Dryer Installation"
33. Film, "Electronics Service Technician"
34. Film, "The Flooring Craftsman"
35. Speaker, League of Municipalities
36. Film, "Social Worker"
37. Film, "Mainstay of the Mail" (U.S. Postal service)
38. Film, "Jobs in the Automotive Trades"
39. Film, "Auto Mechanic: It's for You"
40. Film, "Lifeline On Wheels" (trucking industry)

Chart 5

41. Film, "Applying for a Job"
42. Film, "Applying for It"
43. Film, "Job Interview: Whom Would You Hire?"
44. Film, "The Strangest Secret"
45. Film, "Good Work Habits"
46. Film, "Who Cops Out?"
47. Film, "You and Your Boss"
48. Film, "The Beginning" (Marine Corps)
49. Film, "Men from the Boys" (United States Army)
50. Film, "No Hands but Yours" (live by your ideals)
51. Film, "No Limit to Learning" (postsecondary education)

Chart 6

MAJOR RECOMMENDATIONS OF CAREER EDUCATION STUDY COMMITTEE

The consensus of all sub-committees seemed to point to a continued program of exploratory experiences, as well as some in-depth programs (which tend to be terminal in nature). Greater emphasis was placed on additional areas of exploratory rather than further limiting the program by additional in-depth studies, which would limit the number of students participating.

One Year Goals

1. A feasibility study of cost, availability of facilities, instructor time and/or qualifications, and transportation for the greatest utilization of educational opportunity at both high schools.
2. A follow-up study of graduates of the last five years in order to determine their input into the areas of need.
3. Study, plan and complete additional facility needs in career education, specifically in the areas of moving the voc. ag. to the CCCHS site and providing additional space for present classes in printing, carpentry, and other subjects that might be added in the immediate or near future.
4. Have all instructors in career education areas visit AVTS in this area, view their programs, visit with staff, and begin a study of the possibilities of coordination of programs for advanced placement.
5. Consider permitting senior students to attend AVTS for half days to commence their vocational training at this time, rather than waiting until after graduation.
6. Study career education offerings to determine feasibility of establishing semester or "mini" courses in exploratory areas which might lead to elimination of overlapping instruction.
7. Investigate the possibility of a need and availability of purchase or lease of more updated equipment such as:

    a. Electronic calculator for business education.
    b. Two dishwashers and water softeners in CCCHS home-making areas.
    c. Study the possibility of updating the Wakefield home-making department (making it vocational).

Three Year Goals

1. Additional courses, teacher time (or rearrangement of teacher time) as indicated as a result of graduate follow-up study.
2. Study feasibility and establish, if possible, satellite programs with one or more AVT Schools.
3. Evaluate and, if deemed successful, continue and expand to Wakefield the General Occupations Education Program.

Chart 7

G. O. Education Orientation Outline

Meeting 1: Orientation to Work Experience.
Question-Answer.
Pass out materials for students'use.
Bring social security cards with you for next meeting.

Meeting 2: Complete Application for G. O. Education.
Explain recommendations and how they work.
Discuss Contract and Training Agreement.

Meeting [illegible]: Filmstrip, "Why Work at All"
Discussion
Money Problem check list.

Meeting 4: Filmstrip Part I - "You Others Know"
Interest and Abilities sheets.

Meeting 5: Filmstrip Part II - "You Others Know"
My High School Courses, Grades, and Activities sheets.

Meeting 6: Filmstrip Parts I & II - "Liking Your Job and Your Life"
Assignment: My Profile Self-Analysis.

Meeting 7: Career Exploration Interview.
Phillips 66 Attendant Interview and work sheet.

Meeting 8: Career Exploration Interview (continued).
Filmstrip Parts III & IV - "Liking Your Job and Your Life"
Assignment: Actual Interview -
    "Interview Questionnaire"
    "Interview Evaluation"
    "Future Information That Interests Me"

Meeting 9: Filmstrip Part I - "Preparing for the World of Work"
Continue Interview assignment.

Meeting 10: Filmstrip Part II - "Preparing for the World of Work"

Meeting 11: Filmstrip Part I - "Your Job Interview"
Preparing a Resume - Letter of Application.
Assignment: Develop a rough draft of a resume.

Meeting 12: Filmstrip Part II - "Your Job Interview"
Your First Job.
Assignment: Complete resume and have typed for next meeting.

Meeting 13: Tape - Dear Kid letter.
Instruction of Letter of Application.
Assignment: Write a letter of application.

> Example: first paragraph:
> I have learned through the work experience coordinator of Clay Center High School, of the expansion of your company's operations, and your plans to create a new position for a part-time employee in sales. -- Your occupational interest area --
>
> Complete and have typed for next meeting.

Meeting 14: Filling out application form - page 3 of Your First Job.
Assignment: Complete application form.

Meeting 15: Interviewing Techniques.

Meeting 16: Interviewing Techniques.

Meeting 17: Interviewing Techniques.

APPENDIX B

ADVANTAGES OF G. O. EDUCATION

1. STUDENT
   - - Job skills in an interest area (even if school doesn't offer that course).
   - - Get actual on-the-job training and skills.
   - - Decide if they like this occupation for a living.

2. SCHOOL
   - - Fewer dropouts.
   - - Fewer unemployed after high school.
   - - Downtown classrooms offer variety of skills, experiences, and training we can't offer. (Learn by doing)

3. EMPLOYER
   - - More and better trained employees coming from high school.
   - - Help develop schools educational philosophy.
   - - Be a part of the high school education team.

4. COMMUNITY
   - - Skilled workers stay in Clay Center.
   - - Kids see that Clay Center does have opportunities for those with a skill.

STUDENTS MUST

1. Be 16.
2. Be a senior.
3. Show interest in vocational areas.
4. Students can be either college-bound or not and have top, average, or low scholastic ability.

PILOT PROGRAM
VOCATIONAL EDUCATION

Trade and Industry
Home Economics
Distributive Education
Office Education
Health Education
Vocational Agriculture

DIVERSIFIED
OCCUPATIONS

CHAMBER OF COMMERCE
6th & Court
Clay Center, Kansas

February 16, 1971

Dear Sir:

Many of you have recently been informed of the new Exemplary program that has been approved for School District #379. One part of this program will be to provide experience for students to receive actual work experience from business while enrolled as Senior high school students. The purpose of this survey is to determine the number of businesses willing to provide a training station and the type of part-time training stations which would be available.

In reference to the student work experience, perhaps a few basic facts are important.

1. Students enrolled in the work-experience program must be at least 16 years of age, have the ability to carry the school load along with on-the-job training, and have the necessary personal characteristics.
2. Each student-learner will receive one hour per day classroom instruction at the high school relative to his work experience.
3. The student-learner will receive a wage and may work one, two, or three hours per day.
4. An organized program of training on-the-job, developed by the teacher-coordinator and employer will be provided for each student.
5. The work experience will be for senior students and will terminate with their graduation.
6. During the 1971-72 school year the cooperative work experience will be operated on a limited basis.

The Education Committee and Manpower Development Committee of the Chamber of Commerce will be assisting the high school in carrying out the "G. O. Education" program. If you have any additional questions concerning the program, the committee members or Bob Bronaugh will be happy to visit with you. Your cooperation will be sincerely appreciated.

Elton McIntosh, Chairman
Educational Committee

BUSINESS SURVEY FORM

Name of Business ______________________________

Address ______________________________

Phone __________ Type of Business ____________________

Approximate number of employees ______ Men ______ Women ______

TRAINING STATION POSSIBILITIES: On-the-job experiences which are supervised jointly by the cooperative employer and the coordinator of the G. O. Education Program.

	Yes	No
1. Would this business be willing to help provide work experience opportunities for the G. O. Ed. program?	___	___
2. Does the business have a clear understanding of the objectives of the program?	___	___
3. Is the attitude of employees favorable toward such a training program?	___	___
4. Are training facilities of the type to provide training in modern methods?	___	___
5. Are adequate provisions made for the protection of physical and mental welfare of the students?	___	___

6. What types of part-time training positions would be available?

   a. Number of part-time positions for Boys ____ Girls ____

   b. Number of hours available per day ________
      Morning ____ Afternoon ____ Evening ____
      Other (including Saturdays) ________________

   c. List the type of part-time work available for students at your business:

      ____

      ____

7. Is your business subject to minimum wage?	___	___
8. If yes, is your business interested in becoming familiar with the requirements to pay students subminimum wage?	___	___
9. If you are not interested at present in providing a work station for student-learners, would you be interested in the future?	___	___
10. Is your business interested, but lacks sufficient information and desires more information about specifics of the program?	___	___

Would you PLEASE help us by filling out this form and mail it to the Chamber of Commerce office (6th & Court) by the 26th of February. Thank you for your assistance!

Application For G. O. Education

Name ______________________ Parents Name ______________

Address ___________________________ Phone No. __________

Occupational Interest After Graduation ____________________

Age ____ Date of Birth ______ Sex: M __ F __ Height ____ Weight ____

Social Security No. ________ Location from school ____________
(miles or blocks)

Father's Occupation ________ Mother's Occupation ____________

After Graduation do You: ___(a) Plan to go to work, ___(b) Military service, ___(c) trade school, ___(d) Jr. College, ___(e) College, ___(f) Have no idea yet.

What type of job are you looking for through the G. O. Education Program? ____________________ 2nd Choice ______________

Hobbies ____

Do you own your own car? ____ Do you have transportation to and from work? ____ Do you have to ride the bus? ____ Do you have any physical handicaps? ____ What subjects do you plan to take next year if you do get into G. O. Education? ____________________

What subjects would you take if you didn't get into G. O. Ed.?

____

What activities (sports, organizations) do you plan to participate in next year? ______________________________

Previous work experience:

Employer	Type of Job	Months on Job	Wage

Are you presently working? ____ Where? __________________

Do your parents approve of your enrollment in the Work-Study Program? __________

Would you be available for work on Saturdays if needed? __________

Is there a wage you must earn per week to pay for debts or obligations you have? __________

Employer ______________________________ Beginning Wage ________

Trainee ______________________________

UNIFIED SCHOOL DISTRICT #379
Clay Center Community High School
Cooperative Work Experience Training Agreement

A. The STUDENT agrees to:

1. Be employed a minimum of ______ hours per week, but not more than 40 hours on Monday through Friday counting school courses and work.
2. Be given the opportunity to become proficient in as many areas of the sponsoring organization as his ability and time permit.
3. Conform to all rules and regulations pertaining to the school and the employer. This includes rules pertaining to grooming, dress, smoking, and drinking.
4. Not hold another regular job that might conflict with his work experience job.
5. Follow instructions cheerfully, avoid unsafe acts, and be alert to unsafe conditions.
6. Have appropriate clothing for various jobs.
7. Report to the coordinator any deficiencies he has in his training. Extra help will be given in these training deficiencies.
8. Regular school attendance being mandatory. No trainee who is absent from school due to illness will work on the day of the absence without prior permission from the coordinator. If the student is going to miss work for any reason, it in the student's responsibility to contact both the coordinator and the employer.
9. Passing grades being required to remain eligible for this program. If the student's grades drop, the student may be required to work fewer hours.
10. Relieve the U. S. D. #379 from all liability for accidents enroute to and from work.
11. Employer ethics being respected. The trainee will respect confidential information pertaining to his place of employment.
12. Bring any special problems to the coordinator. He should feel free to ask for counsel at all times.
13. Resign his work experience job if he withdraws from the General Occupations Education class or drops out of school.

B. The EMPLOYER agrees to:

1. Not displace any regular employee position with a trainee.
2. Not retain a student trainee in employment for a period of at least 90 days if the student withdraws from the General Occupations Education class or drops out of school.

3. Furnish a rating of the student's performance and attitude as needed.
4. Assign the student new responsibilities, when in the judgment of the employer he can handle them.
5. Avoid subjecting the student to any unnecessary hazards.
6. Be responsible for the student while he is on the job at the training station and should be aware and careful of any hazardous areas in which the student is engaged.
7. Consult with the coordinator at least one week in advance before dismissing the student.
8. Be aware of the rules and regulations of the school as it pertains to the trainee and agrees to assist the school, as much as possible, through the coordinator to see that the trainee follows these rules and regulations.

C. The COORDINATOR agrees to:

1. Closely supervise the trainees from U. S. D. #379.
2. Coordinate any trainee job station changes during the year if deemed necessary and only with the consent of the training station employer.
3. Assist the student-learner with continued employment throughout the school year if his or her work is satisfactory. The period of employment will be determined by the employer and the coordinator.
4. Provide instruction related to job activities, safety, and general occupations information.
5. Suggest ways of supervising the student-learner, and will assist the employer with training problems pertaining to the job. He will also notify the employer before visits.
6. Have the authority to transfer or withdraw the student when he deems such action to be in the best interests of those concerned.

D. The PARENT agrees to:

1. Allow the student to receive on-the-job experience during the hours agreed upon by the coordinator and employer.
2. Assume responsibility for transportation to and from career exploratory experience and work station according to the work experience schedule.
3. Relieve the Unified School District No. 379, Clay County, Kansas, their employees and agents, and to assume any liability on their behalf for any accident, injury or other casualty to the student-learner resulting directly or indirectly from the exploratory work experience herein provided for, and to idemnify the Unified School District No. 379, Clay County, Kansas, their employees and agents, for

any loss or damages they may sustain which are occasioned by reason of the undersigned student, or his legal representative, processing any claim or lawsuit for damages as a result of injury or other casualty, resulting directly or indirectly from said exploratory or work experience.

E. For HAZARDOUS Occupations Only:

1. The work of the student-learner in occupations declared hazardous shall be incidental to his training, shall be intermittent and for short periods of time, and shall be under the direct and close supervision of a qualified and experienced person.
2. Safety instruction shall be given by the school and correlated by the employer with on-the-job training.

Employer ____________________ Parent or Guardian ____________________

Coordinator ____________________ Student ____________________

Job Instructor ____________________ Date ____________________

TRAINING OUTLINE

The course of training is designed to run for a 36-week period. The training will be in accordance with the outline of training below, made and agreed upon by the employer, student, and coordinator.

G. O. Education Class Schedule

Textbook: Succeeding In The World of Work

1. Basis of Vocational Education Training Agreement.
2. Jobs: Choices and Opportunities.
3. Finding A Job.
4. Getting the Job:
    - Applications
    - Letters of Application
    - Data Sheets
    - Interviews
    - Telephone Techniques
5. Succeeding On The Job.
6. Unions.
7. Employee - Employer Relations.
8. Your Progress on the Job.
9. Self Inventory
10. Personal Effectiveness - Salesmanship Course.
11. Social Security.
12. Unemployment.
13. Income Taxes (chapter 13).
14. The Draft Lottery System and How It Affects Your Job Attitudes.
15. Job Analysis.
16. Job and General Safety.
17. Basic Economic Related Job Information.
    - Supply-Demand Pricing
    - Inflation
18. Types of Businesses.
    - Owning Your Own Business
    - Fundamental Record Keeping
19. Budgeting for Life As a Working Person.
20. Insurance Needs of a Business and the Working Person.
21. Banking Needs of a Business and the Working Person.

Date_______Student___________
Employer____________________
Student Job Assignment________

JOB PROGRESS REPORT
CLAY CENTER COMMUNITY HIGH SCHOOL

TO THE EMPLOYER: This report is your estimate of this student-trainee's work during the past six weeks. MARK ONLY ONE IN EACH CATEGORY. Please go over the finalized report with the student.

ATTENDANCE
___Always present as scheduled
___Absent occasionally
___Frequently absent

ATTITUDE TOWARD SUPERIORS
___Always Cooperative
___Usually cooperative; accepts suggestions and criticism readily
___Seldom cooperative

ATTITUDE TOWARD OTHER EMPLOYEES
___Always cooperative
___Usually cooperative
___Seldom cooperative

APPEARANCE
___An asset to the business
___Usually neat
___Needs improvement

ATTITUDE TOWARD CRITICISM
___Solicits and follows suggested improvements
___Accepts criticism
___Resents criticism

PUNCTUALITY
___Always on time
___Usually on time
___Frequently tardy

ATTITUDE TOWARD THE PUBLIC
___Very Courteous
___Courteous and usually tries to please
___Shows little interest or desire to please

JOB PERFORMANCE
___Outstanding
___Usually satisfactory
___Frequently unsatisfactory

ABILITY TO FOLLOW INSTRUCTIONS
___Always reliable
___Usually follows instructions well
___Careless in following instructions

RESOURCEFULLNESS
___Anticipates work to be done and plans work accordingly
___Shows initiative in work
___Usually has to be told what to do

On a scale of A - F what grade do you feel the student should receive on his work experience?

___A-Excellent performance
___B-Above average performance
___C-Average performance
___D-Below average performance
___F-Complete failure

SUGGESTIONS FOR IMPROVEMENT ______________________________

____

☐ Would like to have a conference with the coordinator.

EMPLOYER EVALUATION OF G. O. EDUCATION COOPERATIVE WORK TRAINING PROGRAM

The following questions would help us a great deal in evaluating the new program at C. C. C. H. S. this year. Please answer as honestly as you can with the idea that our program can improve if we know how to improve it. We also want to know what you liked about the program so we can continue those things as they have been.

Your evaluation will be concerned with ____________________ (name of student) and the program as a whole.

Please answer the following questions by checking the scale at a point that shows your answer rating.

High		Average		Low
/	/	/	/	/
1	2	3	4	5

1. To what extent do you feel the program has helped the student learner's work attitudes?

/	/	/	/	/
1	2	3	4	5

2. To what extent do you feel this program has helped the student learner in forming his future plans?

/	/	/	/	/
1	2	3	4	5

3. Where would you rate the student learner's cooperativeness on the job?

/	/	/	/	/
1	2	3	4	5

4. How would you rate your degree of success in working with the student learner?

/	/	/	/	/
1	2	3	4	5

5. To what extent do you feel this program has helped you?

____
/ / / / /
1 2 3 4 5

In what ways? ______________________________

____

6. How much do you feel the students were helped by the formal G. O. Education class at the high school?

____
/ / / / /
1 2 3 4 5

Recommendations for material that should be covered in this class: ______________________________

____

____

7. How effective a job do you feel the G. O. Education coordinator has done this year?

____
/ / / / /
1 2 3 4 5

Please add recommendations for improving coordinator's services next year. ______________________________

____

____

8. Please list any other areas below that need improvement and give your recommendations.

Upon completion of this evaluation form please mail in the enclosed self-addressed envelope.

We sincerely thank you.

Student Classroom Evaluation
G. O. Education

Your help in the instruction of the G. O. Education class is requested. A summary of this evaluation will be completed and improvements made when possible. While it is true that the likes and dislikes of students vary, please state your opinion and suggestions for improvement under each section.

Independent Study

____ I liked it and feel it should be continued.
____ I did not like the independent study.
____ I feel the independent study didn't do me any good.

My suggestions are:

Guest Speakers

____ I liked the use of guest speakers and felt they aided in presenting the material.
____ I do not feel the guest speakers added to the instruction.

My suggestions are:

Check which topics or units you felt were beneficial to you. You may want to refer to the Table of Contents in your text.

____ Managing money.
____ Buying goods and services.
____ Credit and installment buying.
____ Contracting for goods and services.
____ Using bank services.
____ Job application.
____ You, your employees and co-workers.
____ Job progress.
____ Self inventory and personal effectiveness
____ Vocational development and occupational study.
____ Insurance
    Life insurance.
    Health and accident.
    Property insurance.
    Automobile insurance.

Topics I would like to have covered are: (Please list any topics dealing with our area that you feel should have been included.)

Films

____ I felt too many films were shown.
____ I felt not enough films were shown.
____ The film coverage was just right.
____ I felt the films added good and informative information to the classroom instruction.
____ I didn't feel the films were worthwhile and didn't really benefit from them.

The thing I enjoyed most about the class was:

The thing I disliked most about the class was:

Did the work experience program influence your choice of an occupation?
____ yes ____ no

Training Station ____________________
Employer ____________________
Date ____________________
Student ____________________

STUDENT EVALUATION SHEET

Note: The G. O. Education advisory committee felt the student should have an opportunity to evaluate their training station. This will give the advisory committee and the work experience coordinator ideas for improvements for the coming year. This evaluation will be done annually during the month of May. If any employer would like to have a copy of this evaluation, one will be sent to them upon their request.

Has the experience you have gotten on your training program been valuable to you? yes___ no___ Why or why not? ____________________
____

Could the training on the job be improved? yes___ no___
If so how? ____________________ ____________________
____

Do you feel you will enter this "type" of employment later in life?
yes___ no___

Do you feel your experience has prepared you for employment in your occupational interest area? yes___ no___

Do you think this training will help you in other jobs? yes___ no___
How? ____

Have you developed more confidence in yourself because of your part-time occupational training? yes___ no___

Do you think working conditions on your job could have been improved?
yes___ no___ If so, how? ____________________
____

Did you feel like the supervisor took enough time to show you instructions to complete job tasks? yes___ no___

Did you feel like your co-workers treated you like an equal?
yes___ no___

Did the training you got in school courses tie in directly with the work you were doing on the job? yes___ no___

Which courses do you feel gave you some insight and training as to the type of work you were doing? (List)
____
____

Please list any suggestion you might have for improving training at your training station that may be of some future help.

____Year of Graduation

C. C. C. H. S. Follow-up Survey
Supplement Sheet
FOR G. O. EDUCATION STUDENTS
(Cooperative Work-Experience)

NOTE: If you participated in the G. O. Education Program while in school please complete these two sheets.

Name (Mr.) (Miss) (Mrs.) ______________________________
(last) (first) (middle) (maiden)

Marital Status: Single___ Married___ Divorced___ Other__________ (please specify)

Present Address ______________________________
(street) (city) (state) (zip)

Social Security Number__________ Age____ Birthdate__________

Sex____ Training Station while in School ______________________________

Current Employment

___Full-time
___Part-time
___Unemployed
___Student

Firm Name ______________________________

Employer's Name ______________________________

Address ______________________________
(street) (city) (state) (zip)

Your Job Title ______________________________

Annual salary______ Beginning salary______ Present salary______

Armed Forces

___Yes
___No

Have you served in the armed forces or currently serving ______________________________
(have served) (no) (currently serving)

Branch__________ Date Entered__________

ETS Date__________ Rank__________

Are you using your vocation training__________

Education

Present Status
___Full-time
___Part-time
___None

Please list any schools or colleges you have attended after graduation.

____
(school) (year)

____
(address)

____
(degree, certificate, diploma & year completed)

How did you obtain your present job position?

___Family or relative
___Friend or acquaintance
___Public employment office
___Private employment agency
___School official
___Newspaper
___Found yourself
___Other - state source

Did your G. O. Ed. training help you secure employment?
___yes ___no
If yes, how? If no, how could the program be improved to help?
____
____

Has your G. O. Ed training been helpful to you in performing the work you are now doing? ___yes ___no

If currently employed, is there any relationship between your G. O. Ed. work experience station and your present job?
___yes ___no
If no, Please indicate the reason why. ______________
____

If currently in school, is there any relationship between your G. O. Ed. work experience and the choice of your major course?
___yes ___no If no, please indicate the reason why.
____
____

Do you feel that your G. O. Ed work experience station gave you a realistic experience of what the real world of work is like?
___yes ___ no If your answer is no please indicate why.
____
____

What areas, if any, should be added to the classroom instruction that you feel would be beneficial to a graduate going out to work?
Comment:

What suggestions do you have to improve our total program?
Comment:

Work history since graduation: (Omit present job - list most recent first.)

Employed By	Nature of Work	Hours per week

How did you obtain your present job position?

___Family or relative
___Friend or acquaintance
___Public employment office
___Private employment agency
___School official
___Newspaper
___Found yourself
___Other - state source

Did your G. O. Ed. training help you secure employment?
___yes ___no
If yes, how? If no, how could the program be improved to help?

____

____

Has your G. O. Ed training been helpful to you in performing the work you are now doing? ___yes ___no

If currently employed, is there any relationship between your G. O. Ed. work experience station and your present job?
___yes ___no
If no, Please indicate the reason why. ____________________

____

If currently in school, is there any relationship between your G. O. Ed. work experience and the choice of your major course?
___yes ___no If no, please indicate the reason why.

____

____

Do you feel that your G. O. Ed work experience station gave you a realistic experience of what the real world of work is like?
___yes ___ no If your answer is no please indicate why.

____

____

What areas, if any, should be added to the classroom instruction that you feel would be beneficial to a graduate going out to work?
Comment:

What suggestions do you have to improve our total program?
Comment:

Work history since graduation: (Omit present job - list most recent first.)

Employed By	Nature of Work	Hours per week

APPENDIX C

MATERIALS PREPARED BY PERSONNEL FOR OCCUPATIONS EDUCATION

1. Elementary
    a. "Kindergarten - Occupations Education" --a four-unit lesson plan for implementing occupations education at the kindergarten level.
    b. "Grade One - Occupations Education" --a four-unit lesson plan for implementing occupations education at the first grade level with and 8 page reference list.
    c. "Grade Two - Occupations Education" --a four-unit lesson plan for implementing occupations education at the second grade level.
    d. "Grade Three - Occupations Education" --a four-unit lesson plan for implementing occupations education at the third grade level with a 10 page reference list of free films and teaching aids.
    e. "Grade Four - Occupations Education" --a four-unit lesson plan for implementing occupations education at the fourth grade level.
    f. "Grade Five - Occupations Education" --a four-unit lesson plan for implementing occupations education at the fifth grade level.
    g. "Grade Six - Occupations Education" --a four-unit lesson plan for implementing occupations education at the sixth grade level.

2. Special Education
    a. Levels III and IV. "Pet and Animal Service"

3. Junior High
    a. "A Curriculum Guide for Junior High Schools"
    b. "Home Economics Curriculum"
    c. "Exemplary Junior High Industrial Arts Program"
    d. "Report on Simulation"
    e. "Careers in the Curriculum of Communications at Wakefield Junior High"
    f. "Careers in the Curriculum of Junior High Mathematics"

4. Senior High
    a. "Curricular Innovations in the High School Level"
    b. "A Formal Study of Occupations"
    c. "Work Experience Report"
    d. "Careers in the Curriculum of Business Education at Clay Center Community High School"
    e. "Careers in the Curriculum of High School Business Education"
    f. "Careers in the Curriculum of Dramatics and Speech"
    g. "Career Education in English 9, 10, 11, 12; and Speech"
    h. "Careers in the Curriculum of English and Journalism"
    i. "Careers in the Curriculum of High School Mathematics"
    j. "Careers in the Curriculum of Physical Education at Clay Center Community High School"

5. K-12
    a. "Resource and Media Report"
    b. "Student Personnel Services"

6. Career Pacs
    a. Adams, Carol; Anderson, Frances; Beck, Gloria; Kitchener, Marcena.
        1. "I Want To Be" series, 40 career pacs of different occupations for grades K-3.

    b. Armour, Gary
        1. "Careers in Mathematics"
        2. "Careers in Statistics", both junior high.

    c. Beach, Pat
        1. "Dairy Farm" , grade 5 & 6.

    d. Beach, Ray
        1. "Understanding Ourselves"
        2. "Understanding Our Views"
        3. "The World of Work"
        4. "Occupational Clusters", all junior high.

    e. Cales, Charron
        1. "Careers Related to Pre-School Child Care and Development"
        2. "Motor Vehicle Driving Careers"

    f. Cales, Melvin
        1. "Construction Industry"
        2. "Careers in Electronic Computer Programing" junior high.

    g. Cromwell, Esther
        1. "Postal Workers", lower elementary.

    h. Donohue, Martha; Goeckler, Maurita
        1. "Careers That Deal with Lumber".

    i. Hammel, Eva
        1. "Cosmetology"

    j. Hammond, Susan
        1. "State Highway Maintenance Workers"
        2. "Kansas City International Airport - TWA Overhaul Base" lower elementary.

    k. Hein, Marjorie
        1. "Agriculture and Related Careers"

    2. "Related Careers That Deal With Jets"
    3. "Airplanes and Related Careers"
    4. "Aviation and Related Careers"
    5. "Petroleum Industry and Related Careers"
    6. "Careers and Related Careers in Making Book".
    7. "Communications and Related Careers"
    8. "Entertainment and Related Careers"
    9. "Fishing and Related Careers"
    10. "Game Warden and Related Careers"
    11. "Manufacturing and Related Careers"
    12. "Plumbing and Related Careers"
    13. "Politics and Related Careers"
    14. "Sports and Related Careers"
    15. "Teaching and Related Careers"
    16. "Mechanics and Related Careers"
    17. "Nursing and Related Careers"
    18. "Doctoring and Related Careers"
    19. "Veterinary Medicine and Related Careers"
    All upper elementary.

l. Herrs, Rod
    1. "A Career Pac on Awareness Seminars"

m. Hoffman, Margaret
    1. "Careers Related in The Sheep Industry"

n. Hooper, J. Lester
    1. "Introduction to the World of Work"
    2. "How to Study and Make the Most at School", junior high.

o. Mall, Ruth; McNeil, Leitha
    1. "The Flying Doctor"

p. Mattison, Susan
    1. "Babysitting"
    2. "Interior Decorating", junior high

q. Morgan, Frances
    1. "Careers in the Newspaper", upper elementary

r. Patterson, George
    1. "Drafting and Carpentry"
    2. "Newspaper Industry" junior high

s. Patterson, Mattie
    1. "Airline Workers"
    2. "Jobs of Movies or TV Shows"
    3. "Workers in Recreation"
    4. "Train Workers"

t. Rockefeller, Dorothy
   1. "Dairy Farming"
   2. "Animal Health"
   3. "Business Careers"
   4. "Meat Packing"

u. Wiersma, Janice
   1. "Jazz"

v. Zacharias, Jane
   1. "Physical Education Instructor"
   2. "Physical Therapist"
   3. "YWCA"

MATERIALS PURCHASED FOR OCCUPATIONS EDUCATION

	Title of Material	Grade Level
1.	"W. O. W." series, 11 filmstrips and records.	K-3
2.	"Community Workers and Helpers", group 1.	1-3
3.	"Community Workers and Helpers", group 2.	1-3
4.	"Hospital Helpers", 8 prints.	1-2
5.	"Postal Helpers", 8 prints.	1-3
6.	"Neighborhood Friends and Helpers", 8 prints.	1
7.	"Dairy Helpers", 8 prints.	1-2
8.	"Keeping the City Clean and Beautiful", 8 prints.	1
9.	"School Friends and Helpers", 8 prints.	1
10.	"Police Department Helpers", 8 prints.	1-2
11.	"A Family at Work and Play", 8 prints.	1
12.	"Fire Department Helpers", 8 prints and record.	1-2
13.	"Let's Visit the Dentist", filmstrip.	1
14.	"Our Post Office", filmstrip.	1
15.	"A Picnic in the Forest:, Kit.	1
16.	"How We Get Our Homes", 4 filmstrips.	1
17.	"Families at Work", record, 3 books.	1
18.	"Neighbors at Work", records, 3 books	1
19.	"School and School Helpers", 12 pictures.	1
20.	"People We Know", 12 pictures.	1
21.	"In the City", 5 giant pictures.	1
22.	"I Want To Be.." series, 40 books (developed locally into career pacs).	1-2
23.	"True Book Community Helpers", 6 filmstrips.	2
24.	"Super Market Helpers", 8 prints.	2
25.	"Cities at Work", 3 books, record, film.	3
26.	"Foundations for Occupational Planning", 5 films.	3-6
27.	"Moving Goods for People in the City", 8 prints.	3
28.	"Working in U.S. Communities", group 1, 4 films.	3
29.	"Working in U.S. Communities", group 2, 4 films.	3
30.	"Airports and Airplanes", filmstrip.	3
31.	"America at Work", 9 filmstrips.	3
32.	"The Story of Communications", 9 filmstrips.	3
33.	"Children of South America", 8 prints.	4
34.	"Children of North America", 8 prints.	4
35.	"Children of Asia", 8 prints.	4
36.	"Children of Europe", 8 prints.	4
37.	"Children of Africa", 8 prints.	4
38.	"Children of Australia and Pacific Islands", 8 prints.	4
39.	"South America Today", 6 sets of 8 prints.	4
40.	"W. O. W." series, 13 filmstrips and records.	4-6
42.	"The Middle West", 4 filmstrips.	5
43.	"Gold Mining", 8mm film.	5
44.	"Port", 8mm film.	5

Title of Material	Grade Level
45. "Logging", 8mm film.	5
46. "Lumber Mills", 8mm film.	5
47. "The Dairy", 8mm film.	5
48. "Modern Industry in the City," 8mm film.	5
49. "Modern Transportation Used in the City", 8mm film.	5
50. "Dams", 8mm film.	5
51. "Sheep Ranching", 8mm film.	5
52. "Irrigation Farming", 8mm film.	5
53. "Apple Industry", 8mm film.	5
54. "Cities and City Life", filmstrip.	6
55. "India, Unique Tibetan Community", filmstrip.	6
56. "Job Opportunities in a Department Store", filmstrip.	6
57. "Job Opportunities in a Super Market", filmstrip.	6
58. "Brazil", filmstrip.	6
59. "Modern Spain and Portugal", filmstrip.	6
60. "Living in Poland Today", filmstrip.	6
61. "Living in Czechoslovakia Today", filmstrip.	6
62. "Government and Judicial", picture portfolio.	6
63. "Africa, the Land of Developing Countries", Kit, 6 titles.	6
64. "Families of Modern Black Africa", Kit, 5 titles.	6
65. "Soviet State and Society", slides and record.	6
66. "World of Construction", text and lab manual.	Jr. High
67. "World of Manufacturing", text and lab manual.	Jr. High
68. "Occupational Library".	Jr. & Sr. High
69. "Personal Commitment", filmstrip.	Jr. & Sr. High
70. "Your Personality: The You Others Know", filmstrip.	Jr. & Sr. High
71. "Think of Others First", filmstrip.	Jr. & Sr. High
72. "Four Who Quit", filmstrip.	Jr. & Sr. High
73. "Trouble at Work", filmstrip.	Jr. & Sr. High
74. "Why Work at All", filmstrip.	Jr. & Sr. High
75. "Liking Your Job and Your Life", filmstrip.	Jr. & Sr. High
76. "A Job That Goes Someplace", filmstrip.	Jr. & Sr. High
77. "Preparing for the Jobs of the 70's", filmstrip.	Jr. & Sr. High
78. "What You Should Know Before You Go To Work", filmstrip.	Jr. & Sr. High
79. "Jobs for High School Students", filmstrip.	Jr. & Sr. High
80. "Choosing Your Career", filmstrip.	Jr. & Sr. High
81. "Getting and Keeping Your First Job", filmstrip.	Jr. & Sr. High
82. "A New Look Home Economic Careers", filmstrip.	Jr. & Sr. High
83. "Babysitting: The Job - The Kids", filmstrip.	Jr. & Sr. High
84. "Choosing a College", filmstrip.	Jr. & Sr. High
85. "Who Do You Think You Are? ", filmstrip.	Jr. & Sr. High
86. "Succeeding in the World of Work", books.	Jr. & Sr. High
87. "Career World", Magazine subscription.	Jr. & Sr. High

EQUIPMENT PURCHASED FOR OCCUPATIONS EDUCATION

	Description of Equipment	Approximate Cost	
1.	Portable Video Recorder-Player and Accessories	$ 2,470.00	
2.	Film Loop Projector	123.00	
3.	Dukane Super Micromatic Projector (cassette sound filmstrip)	325.00	
4.	3M Sound on Slide Projector and Accessories	860.00	
5.	Wollensak Cassette System	300.00	
6.	2 Ektagraphic Visual Makers	113.00	each
7.	Ektagraphic Slide Projector	240.00	
8.	2 Occupational File Libraries	311.00	each
9.	Cassette Recorder	45.00	
10.	3 Cassette Recorders	95.00	each
11.	3 Cassette Players	28.00	each
12.	2 Cassette Players with Adapters	33.00	
13.	Instamatic Camera	35.00	
14.	Dry Mount Press, 200, and iron	280.00	
15.	2 Dry Mount Presses, 150, and irons	198.00	each
16.	Microfische Executive Printer-Reader	360.00	
17.	Salesmanship Course with Cassette Player	600.00	
18.	Telex Listening Center	65.00	
19.	Felt Pen Printing Set	62.00	
20.	Scholastic Kit - Draw Your Own Filmstrips and Slides	12.00	
21.	DUSO Kit, lower elementary	85.00	
22.	DUSO Kit, upper elementary	103.00	

APPENDIX D

World of Work (W. O. W.) Student Evaluation Form

I would appreciate it very much if you would be kind enough to give me an honest evaluation of our W. O. W. Program this year. It will help me immensely in planning and improving next year's program.

1. Which one of our programs did you like best? ____________________
   Why did you like it best?

2. Which one of our programs did you like least? ____________________
   Why did you like it least?

3. How did you like the speakers we had? Great____OK____Poor____
   Suggestions:

4. How did you like the movies? Great____OK____Poor____
   Suggestions:

5. How do you feel about the W. O. W. program taking 80 minutes?
   Too short____Just right____Too long____
   Suggestions:

6. How do you feel about the W. O. W. Program once a week?
   Too many____Just right____Have more____
   Suggestions:

7. Do you think that there were enough occupational areas covered over the year? Too few____Just right____Too many____
   Suggestions:

8. How would you rate the overall benefits that you received from the W. O. W. Program? A lot of help____Some help____No help at all____
   Suggestions:

9. What changes would you suggest that would make the W. O. W. Program more beneficial to the 8th graders next year?

Awareness Seminar Survey

1. On your four-year plan, which area did you choose?
____College prep
____Vo-Tech School
____Business
____General

2. Have you ever attended a seminar?
____Yes ____No

If yes--how many?
____1-5
____6-10
____11 or more

3. Should the seminars be changed in some way to better meet your needs?
____Yes ____No

If yes--how? (Please check the way or ways below.)
____More speakers
____More variety
____More movies
____More filmstrips
____More video-tapes

4. Check any of the following which resulted from your attendance at the seminars.
____Created interest in a certain job.
____Provided added knowledge of the world of work.
____Caused me to think about what I am going to do in the future.
____A better understanding of myself.
____Made me more aware of the many occupations to choose from.

5. How do you feel about having one seminar a week?
____Too often ____Just right ____Too little

6. After having attended the awareness seminar, do you feel:
____More at ease with the counselor.
____Less at ease with the counselor.
____No change towards the counselor.

7. Are the seminars run:
____Too free
____Too strict
____Right amount of control

8. Do you think the seminars should be continued next year?
____Yes
____No

EXEMPLARY PROGRAM ACTIVITIES AND EVALUATION

School__________ Grade or Subject______________ Teacher______________

1. Type of Activities: Projects____ Displays____ Bulletin Boards____ Field Trips____ Speakers____ Other____

   Specifics:

Activity	No. Participants	Occupations Covered

2. Types of Media Used: Movies____ Filmstrips____ Filmloops____ Slides____ Audio Tapes____ Records____ Video-Tapes____ Dry Mount Press____ Other____

3. Summary of future plans for activities:

4. Teacher interested in taking course work in Career Education.
   Yes____ No____ Type______________________________

5. In general, to what extent do you feel the following groups accept career education?

   Use: (1) Not at all; (2) A little bit; (3) About average; (4) Considerable; (5) Enthusiastically

	1	2	3	4	5
Community					
Parents					
Administration					
Elementary Teacher					
Junior High Teachers					
Senior High Vocational Teachers					
Senior High Academic Teachers					
Counseling Staff					

SECTION IV

Kansas State University

Component Report

Project Director: Dr. Robert Meisner

STAFF

Dr. Ray Agan, Project Coordinator 1970-71
David Clapsaddle, Project Coordinator 1971-72
Glen Rask, Project Coordinator 1972
Gary Jarmer, Project Coordinator 1973
Don Riggs, Graduate Assistant 1970-71
Jack Summer, Graduate Assistant 1971-72
Judy Swisher, Graduate Assistant 1972-73
Dwight Hyle, Graduate Assistant 1973
Mike Rask, Graduate Assistant 1972-73
Sam Kerr, Graduate Assistant 1972-73
Sam Rogers, Graduate Assistant 1972
Darlene Murry, Secretary 1970-72
Barbara Dawes, Secretary 1972-73

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Kansas State University Exemplary Project
In-Service Component
Summary of the Final Report

a). Time period covered by the report:

From: July 1, 1970 To: July 1, 1973

b). Goals and Objectives:

Goals and objectives of the In-Service Component:

1. To develop a model for career education in-service which can be adapted and utilized by other colleges and universities in the State.
2. To present the philosophy, goals, and objectives of Career Education to Unified School District personnel.
3. To assist school personnel in developing a practical means of implementing Career Education concepts within the framework of the regular academic curriculum.
4. To assist in the development of Career Education resource materials and instructional aids.
5. To assist Clay Center, Lawrence and Kansas City school personnel in meeting the Career Education goals and objectives of their local Unified School Districts.
6. To assist in the dissemination of Career Education to other Kansas Unified School Districts.

c). Procedures followed:

Through a contractual arrangement, in-service for USD personnel was provided by Kansas State University through the Department of Adult and Occupational Education.

The original Kansas proposal included an in-service Exemplary component for the purpose of designing and implementing an in-service model for Career Education. The model was utilized in providing in-service for school personnel of the three Unified

School Districts involved in the Kansas Exemplary Project. The in-service model was further utilized in the dissemination of Career Education to other Unified School Districts in Kansas.

The model for Career Education in-service followed this general format: (1) school and community needs assessment, (2) consensus building, (3) orientation, (4) conceptualization, (5) instructional methods, (6) curriculum relevance, (7) resource development, (8) materials development, and (9) evaluation.

In-service classes and workshops were handled through a group dynamics and interaction method of discovery. Small and large group activities allowed participants to become directly involved in the application of Career Educational concepts. This technique also provided for an exchange of ideas.

Instructional materials utilized for in-service activities included: (1) publications developed by the U. S. Office of Education, (2) reference materials from other projects, agencies and institutions, and (3) in-service exercises developed by members of the KSU Exemplary staff.

In-service was offered to USD personnel on a credit and non-credit basis through the KSU Division of Continuing Education. The instructional staff was provided through the cooperative efforts of KSU and the State Department of Education. The KSU Exemplary Component staff included a project director and three graduate research assistants.

d). Results and accomplishments:

The KSU Exemplary Component has achieved all of its objectives with the assistance of Kansas Exemplary Programs, 30 other Unified School Districts, and the State Department of Education, Division of Vocational Education.

Objective 1: An in-service model for Career Education was designed and implemented by the KSU Exemplary Component.

Objective 2: Through KSU in-service activities the philosophy, goals, and objectives of Career Education were presented to 2,447 Kansas teachers, counselors, and administrators, representing 33 Unified School Districts and 222 attendance centers.

Objective 3: Through in-service classes and workshops the KSU Exemplary staff assisted school personnel in developing a practical means of implementing Career Education concepts within the framework of the regular academic curriculum.

Objective 4: Over 600 individualized Career Education instructional packages were developed by USD personnel through KSU in-service classes and workshops. These materials were designed to provide realistic career experiences for students in grades K-12.

Objective 5: The KSU Exemplary Component staff was available to the three Unified School Districts who were actively involved as Exemplary sites. In addition to in-service activities, the KSU staff was available whenever necessary to assist the project personnel in meeting their goals and objectives.

Objective 6: Dissemination of Career Education was accomplished through: (1) in-service classes and workshops, (2) statewide conferences for Career Education, and (3) presentations to Kansas Parent Teachers Associations, Chambers of Commerce, and Boards of Education.

Additional Results and Accomplishments:

As a direct result of KSU Exemplary Project activities, Dr. Paul Miller was employed by the KSU Department of Adult and Occupational Education to provide pre-service Career Education to KSU under-graduate students in elementary and secondary education. With the assistance of Dr. Miller and the KSU Exemplary Project Staff, other faculty members within the KSU College of Education have become involved in providing their students with information on Career Education.

Part A

Problem area toward which the In-service Component was directed:

In December of 1969, the Kansas Division of Vocational Education submitted an exemplary project proposal to the U. S. Commissioner of Education under the provisions of the 1968 Vocational Amendments, Part D. The following statements were taken from that proposal:

> The project will be operated in three Unified School Districts representing the rural, rural-urban, and urban communities of Kansas. The purpose of the Exemplary Project is to produce model Career Education programs that can be implemented in similar school settings throughout the State.
>
> The success of the project will be insured partly through intensive in-service teacher training of the local school task force. Through a contractual arrangement a model for Career Education in-service will be developed and implemented by the Department of Adult and Occupational Education at Kansas State University.
>
> The responsibilities of the in-service component will include: (1) in-service education, (2) curriculum direction, (3) evaluation instruments, (4) development of instructional materials, and (5) collection of information regarding useable results of the programs for dissemination.
>
> By the information gathered from these programs it is hoped that in five years Career Education will be a mandated part of the curriculum in Kansas schools.

Part B

Goals and objectives of the In-service Component:

The following goals and objectives were established on the basis of the original proposal and recommendations from the State Department of Education, Division of Vocational Education.

Goals and objectives of the In-service Component were:

1. To develop a model for Career Education in-service which can be adapted and utilized by other colleges and universities in the State.
2. To present the philosophy, goals, and objectives of Career Education to Unified School District personnel.
3. To assist school personnel in developing a practical means of implementing Career Education concepts within the framework of the regular academic curriculum.
4. To assist in the development of Career Education resource materials and instructional aids.
5. To assist Clay Center, Lawrence and Kansas City school personnel in meeting the Career Education goals and objectives of their local Unified School Districts.
6. To assist in the dissemination of Career Education to other Kansas Unified School Districts.

A detailed description of these objectives and the means by which they were achieved is included in Part D, Results and Accomplishments.

Part C

General design of the In-service Component:

The original Kansas proposal was unique in that it contracted a teacher education institution to provide Career Education in-service for USD personnel. Through this unique arrangement the KSU Exemplary In-service Component became responsible for the design and implementation of an in-service model which could be adapted and utilized by other colleges and universities in the State.

The model was utilized in providing in-service to the personnel of the three Unified School Districts involved in the Kansas Exemplary Project. The model was further utilized in the dissemination of Career Education to other Kansas Unified School Districts.

The inclusion of a teacher education institution from the beginning of the project to provide Career Education in-service has had many advantages: (1) It has created active involvement in Career Education by a higher education institution. (2) It has developed personnel with expertise in Career Education through involvement of graduate students and faculty members. (3) These personnel have been made available to other colleges and educational institutions throughout the State. (4) An additional advantage of utilizing the university is that the KSU Division of Continuing Education has provided graduate credits for in-service classes and workshops. This had encouraged teacher involvement and also has given teachers within a system an opportunity to work together more closely.

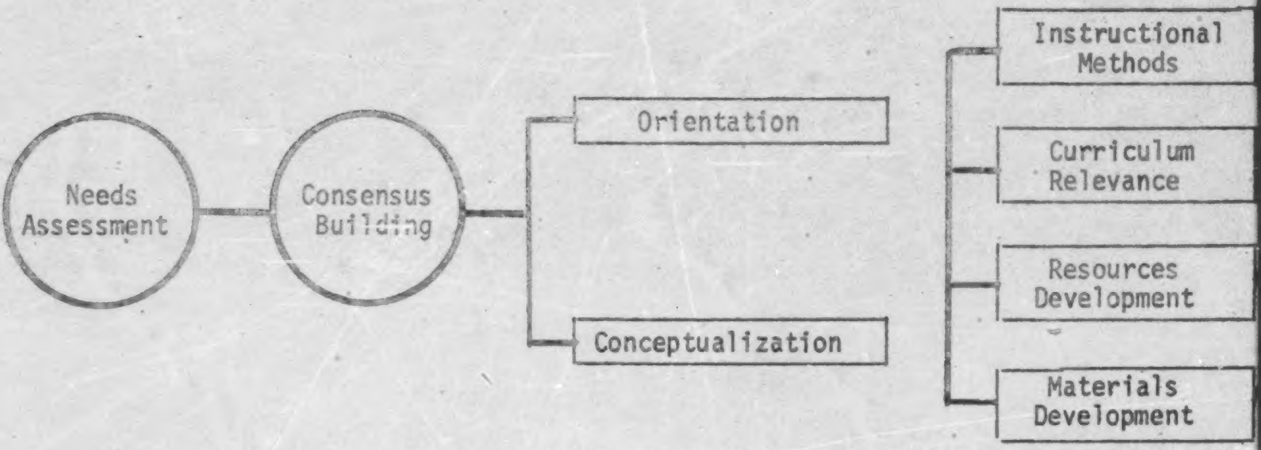
Procedures Followed:

The in-service model was based upon the experience and knowledge acquired by the KSU Exemplary staff. The schematic description of the in-service model on the following page includes a nine-point item flow chart which represents the major concerns of KSU Career Education in-service. Those concerns include:

1. School and Community Needs Assessment
2. Consensus Building
3. Orientation
4. Conceptualization
5. Instructional Methods
6. Curriculum relevance
7. Resource Development
8. Materials Development
9. Evaluation

KANSAS STATE UNIVERSITY - EXEMPLARY PROGRAM

Model for Career Education In-Service


Needs Assessment
Consensus Building
Orientation
Conceptualization
Instructional Methods
Curriculum Relevance
Resources Development
Materials Development

KANSAS STATE UNIVERSITY - EXEMPLARY PROGRAM

Model for Career Education In-Service

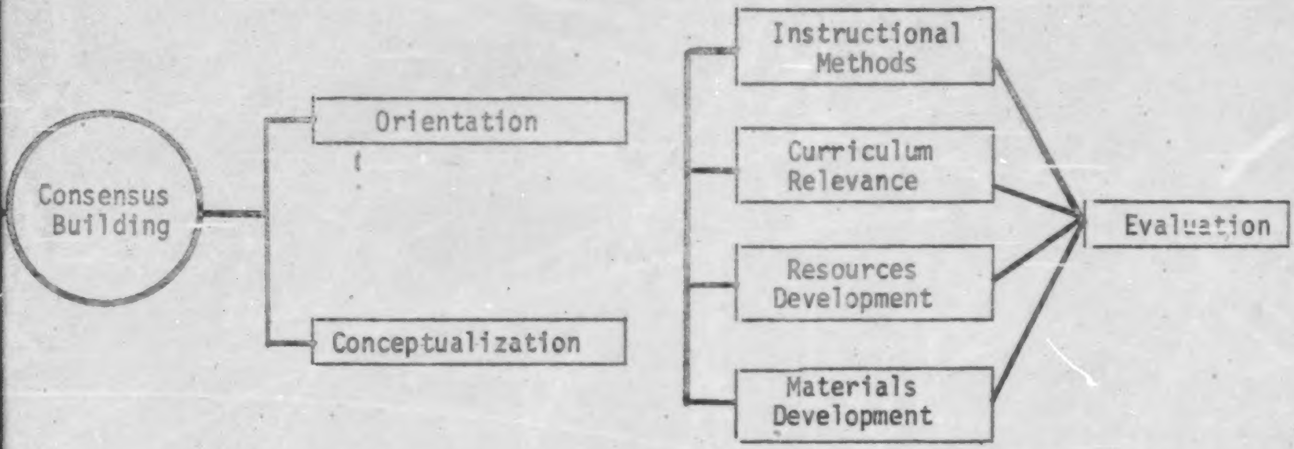

Consensus Building
Orientation
Conceptualization
Instructional Methods
Curriculum Relevance
Resources Development
Materials Development
Evaluation

Chart 1

A description of the Model for Career Education in-service follows:

1.0 Needs Assessment:

Each Unified School District determined their needs and position in relation to Career Education. The assessment included inputs from the school, community, and Career Education specialists.

1.1 Administrative and supportive service personnel were surveyed to determine their information needs and acceptance of the concept.

1.2 Faculty was surveyed to determine their perception of Career Education and in-service needs related to implementation of Career Education.

1.3 Student attitudes toward careers were evaluated and the point of student career development was determined. A survey was also made of student perceptions of career options provided by the school system.

1.4 The community manpower needs and prior involvement in education was determined. Community involvement was determined by the number of work experience programs, field trips and community resource speakers in the school.

2.0 Consensus Building:

It was the experience of the personnel involved in this project that strong support by Administrators, School Boards, faculty and community is of great importance in the implementation of Career Education. The Consensus Building component of this model addresses itself to the unification of this support.

2.1 Consensus Building of school administrations was accomplished through two activities. A five-day concentrated workshop was held for school administrators who were initiating programs in Career Education. This activity involved visitation of on-going Career Education programs and observation of their administration. The second means was conducting state-wide workshops in Career Education with a specific phase devoted to administrators of school systems planning for Career Education.

2.2 Consensus Building for faculty was achieved through the presentation of rationales and outcomes of Career Education. These activities were presented in a group dynamics approach which helped promote staff involvement. Several districts provided release time for staff to assure maximum participation in in-service activities.

2.3 In each school system, the community had involvement in Career Education programs from the beginning plan. Building a strong supportive system for Career Education in the community was primarily a task of informing the community and making them aware of the school system's planning and involvement in this effort. Without exception, communities have desired active involvement in Career Education.

3.0 Orientation:

The orientation component was the first which involved only those personnel who had determined that they wish to be involved in in-service activities. Orientation encompassed an overview of the American Educational system and the rationale for Career Education. In-service activities included various exercises concerned with the philosophy, goals and objectives of Career Education. In-service activities for this component also included exercises which allowed participants to discuss the basis for educational changes. In presentation, this component was interrelated with the conceptual component of the model.

4.0 Conceptualization:

The internalization of the concept of Career Education for each individual is mandatory to accomplish the desired results of in-service. Conceptualization of Career Education was accomplished through three techniques:

4.1 School personnel were made aware of the four concept phases in their most practical terms;

4.2 They became actively involved in applications of the concepts within the in-service small groups through group dynamic approaches;

4.3 They made an analysis of their present teaching and how it relates to the concepts of Career Education.

5.0 Instructional Methods:

The successful implementation of Career Education required that teachers evaluate and often modify their methods of instruction. This component provided teachers with in-service experiences upon which they could evaluate and modify instructional methods and make them conducive to Career Education. Acquiring experience with group dynamics and interaction methods of instruction through in-service exercises made adaption by teachers more systematic. Modification of instructional methods combined with planning by objectives were strong factors in establishing teacher competency related to Career Education. The recognition of students as individuals and how they relate to instruction is also a prime consideration of this component.

6.0 Curriculum Relevance:

The development of curriculum relevance is the key to implementation. The ability to integrate career alternatives with all subject matter taught in the classroom is a major goal of the Curriculum Relevance component. This component must take into consideration student needs which are associated with academic achievement, occupational awareness, exploration and preparation, as well as leisure time activities. Curriculum Relevance is interrelated with the components of instructional methods, resource development and materials development. Many experiences of the in-service are planned to involve Curriculum Relevance and other components simultaneously.

7.0 Resource Development:

Utilization of the community was not familiar to many teachers. This component of the model capitalized upon the development and utilization of these most important community resources. Making the community a part of the school rather than apart from it, was the goal of this in-service phase.

Activities included in this component were designed to assist teachers in becoming familiar with the available resources of the community and the means by which those resources could be utilized.

8.0 Materials Development:

Availability of materials, and skills in developing materials was an important factor in teacher implementation of Career Education. This component of the model includes three phases which assisted teachers in development of materials.

8.1 The first phase of materials development includes activities which make teachers aware of materials available from various sources. It is emphasized in this phase that teachers should adapt materials to meet their students needs rather than adopting verbatim.

8.2 Phase two includes experience in the development of Careerpacs. Careerpacs are individualized, programmed learning materials prepared by teachers and designed to provide "realistic" career experiences for students in grades K-12. Careerpacs have been made available state-wide by local school district cataloging and sharing.

8.3 The third phase of this component includes in-service activities in development of resource files. Information in those files includes (1) local businesses and industries which have agreed to participate in field trip and resource presentations; (2) local employment trends; and (3) occupational information.

9.0 Evaluation:

The Evaluation component in this model has a dual role: evaluation of Career Education in the school system and evaluation of in-service education.

9.1 Schools were assisted in evaluating the effectiveness of their program in meeting student needs. It includes activities not only in evaluation of teacher efforts but also the school system's efforts as measured by placement and follow-up.

9.2 Evaluation of in-service classes and workshops was essential to the further development of the In-service Component. Evaluation included (1) a post in-service questionnaire, (2) post on-site visits, and (3) measurement of attitudinal changes of school personnel as a result of in-service.

A copy of the post in-service questionnaire is in Appendix A on page 20. The Career Significance Study is included in Appendix B on pages 22 through 25. This instrument was developed by Mr. Glen Rask and was utilized in 26 Kansas Unified School Districts as a pre- and post-test in-service measurement of attitudinal changes.

Part D

Results and accomplishments of the In-Service Component:

The KSU Exemplary Component has achieved all of its objectives with the assistance of Kansas Exemplary Programs, 29 other Unified School Districts, and the State Department of Education, Division of Vocational Education.

Objective 1 was acheived by the development and implementation of the In-service Model for Career Education. A basic model for in-service activities was developed for the three Kansas Exemplary Program sites at Clay Center, Lawrence, and Kansas City. As other Kansas Unified School Districts became involved in KSU in-service activities, the model was refined to include additional components which served to meet the needs of other school systems.

Objective 2 was accomplished through in-service classes and workshops provided for the three Kansas Exemplary Programs and 30 other Unified School Districts. As a result of in-service activities 2, 353 Kansas teachers, counselors and administrators, became familiar with the philosophy, and objectives of Career Education. A complete description of enrollment and class locations is included in Appendix C.

Objective 3 was accomplished through various in-service activities which assisted school personnel in developing a practical means of implementing Career Education concepts within the framework of the regular academic curriculum. Those activties included: (1) student needs assessment, (2) activities designed to evaluate the academic curriculum in terms of meeting student needs, (3) exercises which examined practical uses of community resources in presenting the academic curriculum to students, and (4) the development of individual programmed Career Education learning materials.

Objective 4 was accomplished through in-service activities which assisted teachers in the development of Careerpacs. Careerpacs are individualized programmed learning materials which are designed to provide "realistic" career experiences for students in grades K-12. The term "realistic" refers to the type of career experiences which allow students (1) opportunities to explore occupations which follow their particular interests, (2) opportunities to perform academic skills in a career context, (3) opportunities to develop occupational skills other than those included in the regular academic curriculum and, (4) opportunities to explore occupations through "real life" contacts; i. e., actual employees and on-the-job visitations. Over 600 Careerpacs were developed through KSU in-service classes and workshops.

Objective 5 was accomplished through meetings between the KSU Exemplary Director and each Exemplary Project Director at Clay Center, Lawrence, and Kansas City. The purpose of those meetings was to plan in-service activities which would meet the particular goals and objectives of each Exemplary site. The KSU in-service Component Staff was available whenever necessary to assist the project personnel of each Exemplary Project.

Objective 6 was to assist in the dissemination of Career Education to other Kansas Unified School Districts. This objective was achieved through in-service activities offered at twelve other locations in Kansas. Those activities are included in Appendix C.

Part E

Evaluation

The general evaluation section of the Kansas Exemplary Project is to be completed by the Kansas State Advisory Council for Vocational Education. This group has served as the third party evaluator for the entire Kansas Exemplary Project.

Internal evaluation of the In-service Component has included (1) studies of teacher attitude changes toward Career Education as a result of in-service and (2) studies of student vocational development as a result of their teachers having been enrolled in in-service classes.

At the beginning of the project period, the staff was unable to locate instruments that would measure teacher attitudinal changes as a result of Career Education in-service. During the projects second year Mr. Glen Rask developed the Career Education Significance Study which was used for that purpose in the in-service sessions held after the initial in-service at Kansas City, Lawrence, and Clay Center. A copy of the instrument is included in Appendix B.

At the time of this report all of the accumulated data for the Career Education Significance Study has not been interpreted, however, the statements which follow are indicators of the final and completed study.

1. Teachers having more than five years teaching experience tend to have more positive attitudes toward Career Education.

2. Teachers having had work experience outside education tend to have more positive attitudes toward Career Education.

3. Female teachers tend to be more positive toward Career Education.

4. Initially, most teachers tend to have a negative attitude toward community involvement in the school program.

5. Post-test results also indicated that most teachers believe careers should be integrated into the school curriculum.

The Vocational Development Inventory, developed by

Dr. John Crites, was utilized to indicate how the vocational development of students was affected by their teachers participation in the in-service classes. Through an analysis of covariance it was found that a significant relationship exists between teacher preparation through Career Education in-service and the vocational development of students. It was also found that students' attitudes towards careers were changed during the time their teachers were engaged in in-service activities.

Part F

Conclusions and recommendations

The Kansas Exemplary Project has demonstrated that through a coordinated in-service program, teachers can integrate Career Education concepts with their daily classroom activities. Through KSU in-service activities many ideas and techniques have been made available to Kansas school personnel. A total of 2,353 participants, representing 33 different school districts, have had the opportunity to examine Career Education concepts and the various means of implementation.

If Career Education is to become a reality in Kansas, additional thrusts must be made toward pre-service awareness of the concepts of Career Education. Those institutions who prepare teachers should work together to develop a uniform approach to the philosophy of Career Education so that Kansas teachers will have similar concepts from which they can add their own innovations.

It is recommended that the State of Kansas develop a position paper that utilizes the concepts of Career Education which were found beneficial through the Kansas Exemplary Project activities. The position paper should serve as a unifying force which gives direction to those school districts who wish to implement Career Education.

It is also recommended that other institutions, who are involved with teacher in-service, utilize those portions of the KSU in-service model which were successful in assisting teachers with meeting student and community needs through Career Education implementation.

Part G

Budget* Kansas State University Component

	FY 1971	FY 1972	FY 1973
Personnel	19,860	21,910	25,600
Employer Benefits	1,094	630	720
Travel	3,200	3,336	2,000
Supplies	900	1,137	100
Communications	700	524	300
Services	1,700	655	300
Final Report	800	100	100
Other	1,237	1,308	880
TOTAL	$ 29,491	$29,600	$30,000

*Minor budget changes were allowed within each budget item.

Part H - Program Continuation

One of the most important aspects of the Kansas Exemplary Program was the incorporation of a four-year university to be responsible for developing an in-service training component for career education.

Through many in-service sessions with teachers in these exemplary programs, a model was developed for the in-service training of career education teachers.

The model has been used with teachers in seven school systems not receiving exemplary funds. Because of the demand for in-service work in career education, KSU has secured a full time faculty position supported by college funds to provide this service. The University has produced a number of persons competent in installing career education in local schools. One of the persons involved in developing the Kansas Exemplary Program is presently employed at Wichita State University as a career education specialist in the Education Department.

The impact of the Exemplary Program that will have the most permanent and lasting effect on Kansas education may well be those things done by the four-year institutions both in pre and post teacher education areas.

Presently the needs for career education know-how exceeds the need for outside funds to provide support of local school career education activities. The greatest need is for funds to develop the expertise of local school and community personnel to plan, design, and implement career education at each local school site. It is hoped that legislative action will be taken to help solve this problem.

APPENDIX A

CAREER EDUCATION: 410-791

Please assist us in appraising this Career Education class in order to improve future programs. Thank you.

Part I - General

Please check the column that best describes how you appraise the following aspects of your class experiences:

	Satisfied	Moderately Satisfied	Dissatisfied
1. Organization of the Course (planning, scheduling, timing, publicity, etc.)			
2. Methods of presentation			
3. Opportunity for informal discussion			
4. Opportunity to participate			
5. Materials used by participants			

****

Part II - Overall Course Experience

Please read all of the following statements and check only those which best describe how you feel about this course:

______ I will do some things differently as a result of the experience

______ I gained new knowledge about, and insights into, the subjects which were covered.

______ The informal conversations with my colleagues benefited me much.

______ The instruction was too general.

______ I was not really well satisfied with the experience.

______ I saw no relation between this presentation and my every day job.

______ We covered too much material in the time available.

______ I did not learn anything.

****

Part III

1. If another course on Career Education was held, what topics would you recommend be included?

2. What were the strongest parts of the course?

3. What suggestions do you have for overall improvement?

4. Other comments (Please use back side)

APPENDIX B

CAREER SIGNIFICANCE STUDY

Your answers to this questionnaire will be used as part of a study designed to provide information on the implications of careers. The best answer to each statement is your personal opinion.

PERSONAL DATA

Date of Birth ______________ Sex _____ Teaching Grade Level _____

Total Years of Teaching Experience ____________________________

Occupation of Parent or Guardian ______________________________

Major part of childhood spent in Rural ___ Urban ___ Rural-urban _____

Number of brothers ____________________ sisters __________________

Marital Status: Married _____ Single _____ Divorced ____

Undergraduate Major ___________________ Minor _________________

Graduate Major ________________________ Minor _________________

PAST WORK EXPERIENCE OUTSIDE EDUCATION:

(Please answer NONE if applicable)

Year	Summer vacation work: (Job Title)
____	____
____	____
____	____
____	____
____	____

Year	Regular full-time work: (Job Title)
____	____
____	____
____	____

DIRECTIONS:

Mark each statement in the left margin according to how you agree or disagree with it. Please answer every item. Circle A, a, d, or D

A: I agree very much
a: I agree a little
d: I disagree a little
D: I disagree very much

A a d D 1. Most communities cannot provide opportunities for students to have work experience.

A a d D 2. Instruction should be established on the basis of student career interests.

A a d D 3. Most people just don't know what's good for them.

A a d D 4. Most people in the community lack the knowledge and teaching experience necessary to make a meaningful contribution to classes.

A a d D 5. Allowing students to spend time away from school during the day for work experience results in more problems than benefits.

A a d D 6. Students would benefit from more information on programs offered by Area Vocational Technical Schools.

A a d D 7. Since more and more students are going to college, college preparatory subjects should be stressed more heavily in school.

A a d D 8. Students do not become interested in occupations until high school years.

A a d D 9. If a man is to accomplish his mission in life, it is sometimes necessary to gamble "all or nothing at all."

A a d D 10. Most schools provide students with ample occupational information for career planning.

A a d D 11. Instruction in preparation for careers is more easily accommodated in large class groups.

A a d D 12. Placement in jobs is a responsibility of the school for all students.

DIRECTIONS:

Mark each statement in the left margin according to how you agree or disagree with it. Please answer every item. Circle A, a, d, D

A: I agree very much
a: I agree a little
d: I disagree a little
D: I disagree very much

A a d D 13. Students should select an occupation in the elementary grades and pursue it through their school years.

A a d D 14. Most schools, will need special funding to implement "career education."

A a d D 15. Choosing appropriate career goals is a natural outgrowth of the student's school program.

A a d D 16. The main thing in life is for a person to want to do something important.

A a d D 17. Most of the ideas which get printed nowadays aren't worth the paper they are printed on.

A a d D 18. Because the school is best suited to do the job, the community should not be involved in helping students prepare for occupations.

A a d D 19. Business people have neither the time nor the inclination to make career-related presentations to school classes.

A a d D 20. The training of youth for occupations is more the responsibility of trade schools than public elementary and secondary schools.

A a d D 21. Effective career education will require little changes in teachers' methods of instruction.

A a d D 22. Of all the different philosophies which exist, there is probably only one which is correct.

A a d D 23. Career information should be provided to all students regardless of career goals.

A a d D 24. Generally, teachers do not have enough time to relate careers to what they teach.

DIRECTIONS:

Mark each statement in the left margin according to how you agree or disagree with it. Please answer every item. Circle A, a, d, D

A: I agree very much
a: I agree a little
d: I disagree a little
D: I disagree very much

A a d D 25. Most schools are not doing an adequate job of preparing students for the world of work.

A a d D 26. A group which tolerates too much difference of opinion among its own members cannot exist for long.

A a d D 27. Descriptive occupational brochures are the best means of providing students with information for making career choices.

A a d D 28. Career development begins in early childhood.

A a d D 29. Career education should not be implemented at the cost of curricula revisions.

A a d D 30. Preparation for life should center on learning academic subjects.

A a d D 31. In the long-run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.

A a d D 32. Class size has little bearing on the implementation of career education.

A a d D 33. Since students have a lifetime to prepare for work, they should spend their school time on academic subjects.

A a d D 34. It is often desirable to reserve judgement about what is going on until one has had a chance to hear the opinions of those one respects.

A a d D 35. Teachers are keenly aware of the career opportunities in their community.

A a d D 36. Since automation is changing the world of work so rapidly, students will need only a general education.

APPENDIX C

Utilization of KSU In-Service

September 1, 1970 to May 10, 1973

In-service workshops and classes	48
Participating school districts	32
Participating schools (attendance centers)	222
Enrollment in workshops and classes	2,447

Enrollment by semester for Kansas Exemplary Projects

	1970	1971			1972			1973
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
Clay Center	36	60	21	80	40	15		
Lawrence	28		6	59	49	32	78	
Kansas City		49	43	70	141	81	97	55

In-service classes and workshops were held at 12 other locations: Liberal, Wichita, Hill City, Norton, Phillipsburg, Marysville, Beloit, Plainville, Concordia and Salina, Fort Hays and KSU.

Enrollment by semester for other Kansas Unified School Districts

	1970	1971			1972			1973
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
Other USDs		68	54		322	76	83	167
Hays CE Conference						437		
Gov.'s CE Conference							200	

Kansas State University
In-Service Activities
1970-1973

Date	Place	Course Name	Participants	Conten
Fall, 1970	Clay Center	410-791 Occupations Education	36	Prevocational exp tation, explorati
Fall, 1970	Lawrence	410-791 Occupations Education	28	Prevocational exp tation, explorati
Spring, 1971	Clay Center	Workshop	60	Elementary Teach Session
Spring, 1971	Kansas City	410-791 Occupations Education	49	Prevocational exp tation, explorati
Spring, 1971	Liberal	410-753 Intro. to Occupational Education	15	Overview of K-12 education
Spring, 1971	Wichita	410-791 Occupations Education	35	Prevocational exp tation, explorati
Spring, 1971	Wichita	410-753 Intro. to Occupational Education	18	Overview of K-12 education
Summer, 1971	Clay Center	410-791 Occupations Education	21	Prevocational exp tation, explorati

Kansas State University
In-Service Activities
1970-1973

ce	Course Name	Participants	Content
Center	410-791 Occupations Education	36	Prevocational experience; orientation, exploration, and applied.
ence	410-791 Occupations Education	28	Prevocational experience; orientation, exploration, and applied
Center	Workshop	60	Elementary Teachers Planning Session
s City	410-791 Occupations Education	49	Prevocational experience; orientation, exploration, and applied
al	410-753 Intro. to Occupational Education	15	Overview of K-12 occupational education
ta	410-791 Occupations Education	35	Prevocational experience, orientation, exploration, and applied
ta	410-753 Intro. to Occupational Education	18	Overview of K-12 occupational education
Center	410-791 Occupations Education	21	Prevocational experience, orientation, exploration, and applied

KSU In-Service Activities Continued

Date	Place	Course Name	Participants	Con
Summer, 1971	Lawrence	410-753 Intro. to Occupational Education	6	Overview of K- education
Summer, 1971	Kansas City	410-791 Occupations Education	43	Prevocational tation, explor
Summer, 1971	Liberal	410-791 Occupations Education	34	Prevocational tation, explor
Summer, 1971	Wichita	410-791 Occupations Education	20	Prevocational tation, explor
Fall, 1971	Clay Center	Workshop	80	Audio Visual A
Fall, 1971	Lawrence	410-791 Occupations Education	48	Prevocational tation, explor
Fall, 1971	Lawrence	410-795 Problems	6	Activities Prep
Fall, 1971	Lawrence	410-753 Intro. to Occupational Education	5	Overview of K- education
Fall, 1971	Kansas City	410-791 Occupations Education	70	Prevocational tation, explor

* * * * * * * * * * * * * * *

KSU In-Service Activities Continued

Place	Course Name	Participants	Content
wrence	410-753 Intro. to Occupational Education	6	Overview of K-12 occupational education
nsas City	410-791 Occupations Education	43	Prevocational experience;orientation, exploration, and applied
beral	410-791 Occupations Education	34	Prevocational experience; orientation, exploration, and applied
chita	410-791 Occupations Education	20	Prevocational experience; orientation, exploration, and applied
ay Center	Workshop	80	Audio Visual Aids
wrence	410-791 Occupations Education	48	Prevocational experiences; orientation, exploration, and applied
wrence	410-795 Problems	6	Activities Preparation
wrence	410-753 Intro. to Occupational Education	5	Overview of K-12 occupational education
nsas City	410-791 Occupations Education	70	Prevocational experiences; orientation, exploration, and applied

* * * * * * * * * * * * * * *

KSU In-Service Activities Continued

Date	Place	Course Name	Participants	Conten
Spring, 1972	Clay Center	410-795 Problems	40	Activities Prepa
Spring, 1972	Lawrence	410-791 Career Education	34	Philosophy, Obje Preparation
Spring, 1972	Lawrence	410-795 Problems	15	Activities Develo
Spring, 1972	Kansas City	410-791 Career Education	102	Philosophy, Obje Preparation
Spring, 1972	Kansas City	410-795 Problems	39	Activities Prepa
Spring, 1972	Liberal	410-795 Problems	29	Activities Prepa
Spring, 1972	Wichita	410-791 Career Education	30	Philosophy, Obje Preparation
Spring, 1972	Manhattan	Workshop	36	USD Administrat
Spring, 1972	KSU	410-791 Career Education	7	Philosophy, Acti Objectives
Spring, 1972	Norton	410-791 Career Education	80	Philosophy, Obje Preparation
Spring, 1972	Hill City	410-791 Career Education	82	Philosophy, Obje Preparation

KSU In-Service Activities Continued

ce	Course Name	Participants	Content
Center	410-795 Problems	40	Activities Preparation
rence	410-791 Career Education	34	Philosophy, Objectives, Activities Preparation
rence	410-795 Problems	15	Activities Development
as City	410-791 Career Education	102	Philosophy, Objectives, Activities Preparation
as City	410-795 Problems	39	Activities Preparation
ral	410-795 Problems	29	Activities Preparation
ita	410-791 Career Education	30	Philosophy, Objectives, Activities Preparation
attan	Workshop	36	USD Administration Workshop
	410-791 Career Education	7	Philosophy, Activities Preparation, Objectives
on	410-791 Career Education	80	Philosophy, Objectives, Activities Preparation
City	410-791 Career Education	82	Philosophy, Objectives, Activities Preparation

KSU In-Service Activities Continued

Date	Place	Course Name	Participants	Co
Spring, 1972	Phillipsburg	410-791 Career Education	58	Philosophy, O Preparation
Spring, 1972	Hays	Conference	437	Career Educat
	* * *	* * * * * *	* * * *	* * *
Summer, 1972	Lawrence	410-791 Career Education	32	Philosophy, O Preparation
Summer, 1972	Clay Center	Workshop	15	Activities Pre Teachers
Summer, 1972	Kansas City	410-791 Career Education	53	Philosophy, O Preparation,
Summer, 1972	Kansas City	410-795 Problems	28	Activities Pre
Summer, 1972	Wichita	410-791 Career Education	15	Philosophy, O Preparation
Summer, 1972	USA-VE	Consortium Practicum	12	Work experien room Presen
Summer, 1972	KSU	410-791 Career Education	7	Philosophy, O Preparation

KSU In-Service Activities Continued

Place	Course Name	Participants	Content
illipsburg	410-791 Career Education	58	Philosophy, Objectives, Activities Preparation
ys	Conference	437	Career Education K-12

* * * * * * * * * * * * * *

Place	Course Name	Participants	Content
wrence	410-791 Career Education	32	Philosophy, Objectives, Activities Preparation
ay Center	Workshop	15	Activities Preparation for Secondary Teachers
nsas City	410-791 Career Education	53	Philosophy, Objectives, Activities Preparation
nsas City	410-795 Problems	28	Activities Preparation
chita	410-791 Career Education	15	Philosophy, Objectives, Activities Preparation
A-VE Consortium Practicum		12	Work experience relative to classroom Presentations
U	410-791 Career Education	7	Philosophy, Objectives, Activities Preparation

KSU In-Service Activities Continued

Date	Place	Course Name	Participants	Conten
Summer, 1972	Marysville	410-791 Career Education	42	Philosophy, Obje Preparation
Fall, 1972	Kansas City	410-791 Career Education	65	Philosophy, Obje Preparation
Fall, 1972	Kansas City	410-795 Problems	32	Activities Develo
Fall, 1972	Lawrence	410-795 Problems	8	Activities Develo
Fall, 1972	Lawrence	Conference	70	Career Educatio Level
Fall, 1972	KSU	410-791 Career Education	5	Philosophy, Obje Preparation
Fall, 1972	KSU	Governor's Conference	200	Career Educatio
Fall, 1972	Beloit	410-791 Career Education	78	Philosophy, Obje Preparation
Spring, 1973	Kansas City	410-791 Career Education	25	Philosophy, Obje Preparation
Spring, 1973	Kansas City	410-795 Problems	30	Activities Develo
Spring, 1973	Beloit	410-791 Career Education (Continuation of Fall Class)	78	Philosophy, Obje Preparation

KSU In-Service Activities Continued

ce	Course Name	Participants	Content
sville	410-791 Career Education	42	Philosophy, Objectives, Activities Preparation
as City	410-791 Career Education	65	Philosophy, Objectives, Activities Preparation
as City	410-795 Problems	32	Activities Development
ence	410-795 Problems	8	Activities Development
ence	Conference	70	Career Education at the Secondary Level
	410-791 Career Education	5	Philosophy, Objectives, Activities Preparation
	Governor's Conference	200	Career Education
t	410-791 Career Education	78	Philosophy, Objectives, Activities Preparation
s City	410-791 Career Education	25	Philosophy, Objectives, Activities Preparation
s City	410-795 Problems	30	Activities Development
	410-791 Career Education (Continuation of Fall Class)	78	Philosophy, Objectives, Activities Preparation

KSU In-Service Activities Continued

Date	Place	Course Name	Participants	Co
Spring, 1973	Concordia	410-791 Career Education	35	Philosophy, O Preparation
Spring, 1973	Plainville	410-791 Career Education	44	Philosophy, O Preparation
Spring, 1973	Salina	410-791 Career Education	10	Philosophy, O Preparation

Many additional Career Education presentations were made at local, state
national meetings

Summer, 1972	Pittsburg	ABE Career Ed Workshop	34	Career Educat
Summer, 1972	Fort Hays	ABE Career Ed Workshop	24	Career Educat

KSU In-Service Activities Continued

Place	Course Name	Participants	Content
ncordia	410-791 Career Education	35	Philosophy, Objectives, Activities Preparation
ainville	410-791 Career Education	44	Philosophy, Objectives, Activities Preparation
lina	410-791 Career Education	10	Philosophy, Objectives, Activities Preparation

dditional Career Education presentations were made at local, state and national meetings

ttsburg	ABE Career Ed Workshop	34	Career Education for Adults
rt Hays	ABE Career Ed Workshop	24	Career Education for Adults

SECTION V

AN EVALUATION
OF
AN EXEMPLARY PROJECT
IN
CAREER EDUCATION
IN A
TYPICAL RURAL, RURAL-URBAN
AND METROPOLITAN SCHOOL DISTRICT
IN KANSAS

1972 - 1973

State Advisory Council for Vocational Education
State Department of Education Building
120 East Tenth Street
Topeka, Kansas 66612

EVALUATION OF AN EXEMPLARY PROGRAM IN VOCATIONAL EDUCATION

Submitted to the U. S. Commissioner of Education
Under the Provisions of Part D
of the Vocational Education Amendments of 1968

Project Title: An Exemplary Program in Occupational Education in Typical Kansas Rural, Rural-Urban and Urban School Settings

Project No.: 0-361-0089

Grant or Contract No.: OEC - 0 - 70 - 5179

Applicant Agency: Kansas State Board of Education
120 East Tenth Street
Topeka, Kansas 66612

Evaluating Agency: State Advisory Council for Vocational Education
120 East Tenth Street
Topeka, Kansas 66612

Evaluation Period: July 1, 1972 to June 30, 1973

For Further Information Contact: Frank T. Jacobs, Executive Director
State Advisory Council for Vocational Education
120 East Tenth Street
Topeka, Kansas 66612
Telephone: (913) 296-2451

Submitted by: J. A. McGlothlin
Chairman, State Advisory Council for Vocational Education

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INTRODUCTION

In December of 1969, the Kansas State Board of Education through its Division of Vocational Education, submitted to the U. S. Commissioner of Education a proposal entitled An Exemplary Program in Occupational Education in a Typical Kansas Rural, Rural-Urban, and Urban School Setting.

Clay Center, Kansas, was selected as a typical rural community. Lawrence, Kansas, was selected as representative of the rural-urban category, and Kansas City, Kansas, was selected as an urban school district. The time span for this project was from July 1, 1970, to June 30, 1973. A total of $713,000 was requested and approved from exemplary funds for this three-year period.

The purpose of this project was to produce in each of the selected school districts a model occupational career education program that could be used in similar school situations throughout the State. The procedures for achieving this purpose were outlined in an exemplary program proposal submitted by each of the selected school districts. Because of the differences among the three communities, each proposal was based on the facilities and resources available or attainable in each particular district.

Coordination and supervision of the programs was provided at the State level by the Director of Exemplary and Special Needs Programs. Coordination and administration of each program at the local level was accomplished through a director and career education staff appointed by the sponsoring district.

An intensive program of in-service education was considered essential to the success of this project. Through a contractual arrangement with the Department of Adult and Occupational Education, Kansas State University, Manhattan, Kansas, a series of classes and workshops designed to assist teachers in understanding career education and in the development and use of career education instructional materials was offered in each of the three centers.

Organization of the Report

This is the third annual evaluation and covers the period from July 1, 1972 to June 30, 1973. Because this project was approved for a three-year period, this is also the final evaluation.

This project was approved as a single unit involving three centers of operation. This report therefore, is a total evaluation of the project with separate sections for each of the participating districts. Each section is complete in itself and can be abstracted and used as a separate report if desirable.

Much of the descriptive information on communities, schools and programs has been abstracted from the second annual evaluation and updated to reflect changes that occurred during the 1972-73 school year. The rationale for repeating this information is an assumption that some who review the third evaluation may not have the second evaluation available for reference. The inclusion of this information permits each report to stand on its own merits.

EVALUATION PROCEDURES

By law, projects funded by supplementary vocational education research funds must have an annual evaluation performed by a third party independent of any relationship to the project.

In December 1971, the Acting Director of the Division of Vocational and Technical Education issued a program memorandum AVTE (v) 72-19 which stated that state advisory councils for vocational education were considered to be acceptable third parties for the purpose of evaluating the effectiveness of the Federally supported exemplary programs and projects in vocational education. Pursuant to this memorandum, the Division of Vocational Education in Kansas requested the State Advisory Council to perform the annual third party evaluation of the exemplary career education programs sponsored by the Clay Center, Lawrence and Kansas City, Kansas, school districts. At its January 1972 meeting, the Council agreed to accept this responsibility.

Evaluation of this project for the 1970-71 school year was made under contract by the Research Coordinating Unit of the Colorado Division of Vocational Education, Denver, Colorado. The second annual evaluation for the 1971-72 school year was made by the Kansas State Advisory Council for Vocational Education.

Philosophy

The Kansas State Advisory Council for Vocational Education believes that the purpose of any evaluation should be the improvement of the program. Most of the information requested by the U. S. Office of Education is the same information that would be needed for an internal evaluation by the local district or for periodic reports to the local Board of Education. Evaluation then, should be a planned integral part of the ongoing exemplary program with the annual evaluation providing a synthesis of the evaluation activities that have occurred throughout the year.

Evaluation Procedures

The basis for this evaluation was a model produced by the University of North Carolina for the evaluation of exemplary programs in that state. It was recommended by the U. S. Office of Education and has proved satisfactory in previous evaluations.

This model uses three categories of criteria. These categories are (1) quanitative evaluation based on the activities that involve more people in the exemplary program, (2) qualitative evaluation based on the activities designed to produce a more effective program and (3) product evaluation based on what happened to students as a result of their participation in the exemplary program.

The criteria for evaluation were summarized under each of the three categories. Data were collected from reports of the State Department of Education and the local schools, interviews with members of the career education staff and teachers, classroom visitations and questionnaires.

The quanitative and qualitative evaluations are essentially evaluations of the educational process that occurred. This type of evaluation involves an assumption by experts that the activities and services designed to achieve a desired objective will actually achieve this result. Experience has shown that this is not always a valid assumption.

While the evaluation of the process is useful, exemplary programs must ultimately stand or fall on an evaluation of the product. These programs can be justified only to the extent that they produce desirable changes in students.

Evaluation of the product is by far the most difficult and is necessarily limited in a project extending over a three-year period of time. It is limited first, because there is simply not enough product at this point to support valid conclusions. Some of the most significant criteria such as placement and success in a career are not yet available. Secondly, product evaluation has been limited because there does not appear to be a tested and reliable instrument for measuring some of the desired student outcomes. Some research has been done with commercially-produced attitude scales and some experimentation has been made with teacher-produced questionnaires. Much more needs to be done in this area of evaluation.

THE CONTEXT OF THE PROGRAM

THE COMMUNITY

Unified School District 379 was selected as a typical rural school district for this project. The administrative headquarters for this district is located at Clay Center, Kansas, and is approximately 100 miles northwest of the capital city of Topeka. This district includes practically all of Clay County and for this reason, demographic data for the county have been used as the best available to describe the characteristics of the community.

Clay Center, Kansas, is the county seat and the largest community in Clay County. It includes about half of the county population. The remainder of the county is typically rural with several communities ranging from approximately 100 to approximately 500 in population.

Population Characteristics

In 1970, the population of Clay County was reported as 9,890 with 4,963 of these persons living in the county seat of Clay Center.

Population Trends

The migration trend from rural to urban areas is evident in this county. Between 1960 and 1970 the county lost 7.4% of its population. During the same period, Clay Center which is the largest community gained approximately 7% in population.

Age of the Population

The age distribution of the population as reported in the 1970 Census was:

Age	% of Population
Less than 18	29.7
18 - 65	49.9
Over 65	20.4

This distribution shows a higher percentage of persons over 65 years of age and a substantially lower percentage of persons in the 18-65 age group compared with the other two communities involved in the exemplary program.

Ethnic Distribution

The population of Clay County is almost entirely white. Other races make up less than three-tenths of one percent of the population. The ethnic distribution as reported in the 1970 Census was --

Ethnic Group	Number	% of Population
White	9,865	99.75
Negro	4	0.04
American Indian	12	0.12
Japanese	1	0.01
All others	8	0.08
Totals	9,890	100.0%

Educational Level

The median school years completed by persons over 25 in Clay County was 11.8 for males and 12.2 for females. The median school years completed by this group throughout the State was 12.3 for both sexes.

Twenty-seven percent of the persons 25 years of age or older reported that they had completed 8 years or less of education compared with a statewide average of 16% for this category.

Economic Characteristics

The 1970 Census reported the following occupational profile for Clay County. This profile and the occupational profile for the State are shown for comparison.

	Percent of Work Force in Each Category	
Occupational Category	Clay County	Kansas
Professional, Technical and Kindred	10.0	14.3
Managers and Administrators, except Foremen	8.6	9.4
Sales Workers	8.6	7.5
Clerical and Kindred	8.1	16.6
Craftsmen, Foremen, and Kindred	12.0	13.3
Operators, except Transportation	6.6	9.7
Transportation Equipment Workers	3.9	3.5
Laborers, except Farm	4.3	4.2
Farmers and Farm Managers	20.2	6.4
Farm Laborers and Foremen	3.4	1.8
Service Workers, except Private Household	11.6	12.0
Private Household Workers	2.7	1.3
Totals	100.0%	100.0%

The largest deviation from the statewide profile is the category of "Farmers and Farm Managers" where the percentage is approximately three times that reported for the State as a whole.

Major Industries

Agriculture is by far the predominate industry in Clay County with 24% of the labor force employed in this category. Other major industrial classifications and the percentage of the labor force employed in each are manufacturing (9%), construction (8%) and retail trade (7%).

Micellaneous Economic Indicators

Other economic indicators that help to describe this community and corresponding data for the population throughout the State are:

Economic Indicator	Clay County	Kansas
Median Income per family	\$7,055	\$8,693
Percent of families reporting income below the poverty level	13.2%	9.7%
Percent of families reporting income above \$15,000	8.7%	15.9%

Unemployment among the population of this county was 1.5% for males and 3.9% for females. Three and nine-tenths percent of the families reported that they received some welfare or public assistance.

These data describe Clay County as a predominantly white, rural area with a below average income per family although there is a relatively low rate of unemployment. The population has shown a slight decline but could be considered to be relatively stable. The percentage of persons over 65 years of age is relatively high and the percentage of persons between 18 and 65 years of age is relatively low.

The median number of years of education completed is low when compared with statewide data and there is a relatively high percentage of persons who had terminated their education at the 8th grade or below.

The economy in Clay County is built around agriculture. Farmers and farm managers were the predominate occupational classification and 24% of the county work force was employed in this industry.

THE SCHOOL SYSTEM

Unified School District 379, Clay Center, Kansas, is organized on a K-8-4 basis. The number of schools and enrollment in this district as reported in the Annual Statistical Report, 1972-73, of the State Department of Education was:

Level	No. of Schools	Enrollment
High School	2	677
Elementary	8	1,189
Kindergarten	**	118
		1,984

Enrollment Trends

The enrollment growth in this district has been relatively stable over the past four years with a slight drop in the 1970-71 and 1971-72 school years. The enrollment growth as reported in the Educational Directories of the State Department of Education is shown in the following table.

Level	1968-69	1969-70	1970-71	1971-72
High School	705	714	696	677
Elementary	1,261	1,275	1,242	1,189
Totals	1,966	1,989	1,938	1,866

Student/Faculty Ratios

In 1972-73, Unified School District 379 had the following student/faculty ratios.

High School	19
Elementary	19
Kindergarten	29 (Per two session day)

Accreditation

All of the schools in this district are accredited by the Kansas State Department of Education. In addition, the high school at Clay Center, Kansas, is accredited by the State Department of Education as a comprehensive high school and by the North Central Association of Colleges and Secondary Schools.

Retention of Students

The incidence of dropouts as reported in the Annual Statistical Reports of the State Department of Education is relatively low. The number of dropouts reported and the percentage of the high school student population that this number represents was:

Year	No. of Dropouts	High School Population
1968-69	14	2.71%
1969-70	29	5.26%
1970-71	31	5.64%
1971-72	33	4.87%

The boundaries of Unified School District 379 include 632 square miles of Clay County, Kansas. Approximately 3 square miles of this is the land area of Clay Center, Kansas, which is the largest community in the district. The remainder of the territory is essentially rural with some light industrial development. The assessed valuation of this district in 1972-73 was 29.1 million dollars. The operating budget per average daily attendance in this same year was $740 compared with a statewide average of $812.

DESCRIPTION OF THE PROGRAM

Purpose

The purpose of the career education program in Unified School District 379 was to develop a model program which could be used in similar rural school settings.

Philosophy

The program was designed to move from broad general concepts in the lower grades to specific information and occupational skills in the upper grades.

The exemplary program was designed around four sequential phases. These phases were (1) orientation, (2) exploration, (3) occupational experiences and (4) placement and follow-up.

Participation in the program was voluntary. The career education staff functions as a service unit to assist teachers with information and services upon request.

At the elementary level, the career education program is integrated into the social studies curriculum. Emphasis is placed on developing a respect and appreciation for all types of work, and orientation toward occupations and job clusters.

At the junior high school level, the emphasis is on the exploration of job clusters and the students own interests and abilities. Curricular experiences in industrial arts and home economics provides practical experience in selected occupational clusters.

At the senior high school level, students participate in actual job experiences through a diversified cooperative education class and participate in "awareness seminars" which are designed to further the students' knowledge of occupations.

Objectives of the Program are stated in Section III, Page 1, of this report.

The Career Education Staff

The career education staff was developed as a resource unit to assist teachers and principals to understand career education and to develop career education activities for their classrooms.

An organizational chart showing the placement of this unit within the organizational structure of the district is located in Section III, Appendix A, Page 42, of this report.

During the 1972-73 school year, the following positions were assigned to the career education staff:

Director of the Program	100%
Work Experience Coordinator	100%
Counselor	50%
Junior High Home Economics Resource Teacher	33 1/3%

The qualifications of the persons assigned to these positions were:

Mr. J. Lester Hooper was employed as Director of the program. Mr. Hooper has a B.S. degree in industrial arts education and a master's degree in secondary guidance from Kansas State University, Manhattan, Kansas. He has had 15 years of experience in teaching and guidance and has participated in career education in-service classes. Mr. Hooper has filled this position for two years.

Mr. Milton L. Thompson was employed as work experience coordinator. Mr. Thompson has a master's degree in business education from Kansas State Teachers College, Emporia, Kansas. He has had approximately 5½ years of experience in education and 8 years of experience in printing and sales. He has completed 14 units of college level courses related to occupations. Mr. Thompson is completing his first year in this position.

Mr. Rodney A. Herrs was employed as counselor. Mr. Herrs has a master's degree in physical education from Kansas State College and has done graduate work in counselor education. He has seven years of experience as a science teacher and worked for 2 years as a NYC and Talent Search Counselor. Mr. Herrs is completing his second year in this position.

Miss Susan Mattison was employed as junior high home economics resource teacher. She has a Bachelor of Science degree in home economics and has completed special in-service courses in career education. Miss Mattison is completing her second year in this position.

Career Education, Grades K-6

The career education program at the elementary level is integrated into the social studies curriculum. A curriculum guide for *Occupations Education, K-6* was developed and made available to elementary teachers. Emphasis was placed on developing a knowledge of many types of occupations and a respect and appreciation for the dignity of all types of work.

The content of this program can best be described by the following information abstracted from the curriculum guide for Occupations Education:

Kindergarten

Objectives of the Unit

1. To explore the world of work through the study of the family at work and the immediate school surroundings of the child.

2. To help students become aware of the different attitudes that people have regarding work.

Suggested Areas to Cover

1. Mother
2. Father
3. Brothers
4. Sisters
5. Child
6. Others in Family
7. Kindergarten Teacher
8. School Nurse
9. Custodian

Grade I - Occupations Education

We Go To School
(Correlate with Social Studies)

Objectives of the Unit

1. To broaden the student's knowledge of work through a study of other school workers.

2. To move from the home, and study the workers who come into our neighborhood.

3. To allow the students an opportunity to compare their feelings regarding different jobs.

First Unit
9 Weeks

Suggested Areas to Cover

A. Getting acquainted with the school.
  1. Tour the building.
  2. Personnel:
    a. Principal
    b. Custodian
    c. Patrol
    d. Bus Driver
    e. Special Teachers:
      1. Physical Education
      2. Music
      3. Art
      4. Special Reading
      5. Speech
    f. Classroom Teachers
    g. Health Nurse
    h. Cooks
    i. Superintendent
    j. Secretary
    k. Room Mothers

Families - Part One, Father's Work

Second and Third Units
Two Nine Weeks Periods

Suggested Areas to Cover

1. Families Supported in Different Ways:
  A. Father's Work.
    1. Fireman
    2. Policeman
    3. Postman
    4. Carpenter
    5. Plumber
    6. Electrician
    7. Doctor
    8. Dentist
    9. Utility Man
    10. Sanitation Workers
    11. Farmer
    12. Military
    13. Other

Families - Part Two, Family Workers Other Than Father

Fourth Unit
9 Weeks

Suggested Areas to Cover

1. Mother's Work:
  A. Meeting the needs of the family.
    1. Food Preparation
    2. Laundry
    3. Cleaning
    4. Sewing
    5. Shopping
    6. Special Occasions
    7. Other

B. Outside the home.
    1. Receptionist
    2. Nurse
    3. Teacher
    4. Waitress
    5. Cook
    6. Factory Worker
    7. Sales Lady
    8. Other
2. Children's Work:
    1. Baby-sitter
    2. Paper Boy
    3. Lawn Work
    4. Errands
    5. Housework
    6. Personal Responsibilities
3. Motherless Home and/or Fatherless Home:
    A. Home Health Aid Training
4. Work and Play - Families Together:
    1. Garden Work
    2. Yard Work
    3. Washing Car
    4. Preparing Home and Caring for Pets
5. Outings:
    A. Preparing for picnics
    B. Cleaning up litter after picnics
    C. Visiting the zoo
        1. Become aware of needs and care of animals
    D. Visiting parks
        1. Pickup litter
        2. Put out camp fire
        3. Become aware of services provided by workers in recreation areas.

Grade II - Occupations Education

Community Workers At School

First Quarter
9 Weeks

Objective

Acquaint students with the community workers within the school.

Suggested Areas to Cover

1. Students & Helpers
2. Teachers
3. Administration
4. Custodian

5. Lunch Helpers
6. Safety Workers
7. School Nurse
8. Bus Driver
9. Secretary
10. Fireman
11. Volunteers: P. T. A., Room Mothers, etc.
12. Others

Workers Who Help Us From Here To There

Second Quarter
9 Weeks

Objective

Acquaint students with the librarian, and workers in transportation and communications that link us here and abroad.

Suggested Areas to Cover

1. Librarian, Helpers, and Bookmakers
2. Transportation:
    - a. Land workers
    - b. Air workers
    - c. Water workers
3. Communications:
    - a. Telephone workers
    - b. Radio workers
    - c. Television workers
    - d. Postal workers

Occupations - Then and Now

Third Quarter
9 Weeks

Objective

Acquaint students with various occupations relevant in a democracy and those that continue to evolve due to progress.

Suggested Areas to Cover

A. Government Workers:
  1. Local; city and county office workers, chamber of commerce
  2. State; Governor and Houses
  3. National; Three branches
  4. Space program

Occupations In Health, Nutrition And Recreation

Fourth Quarter
9 Weeks

Objective

Acquaint students with working opportunities in the areas of Health, Nutrition and Recreation.

Suggested Areas to Cover

1. Workers in the Medical field (Health):
    a. Candy Stripers
    b. Nurses Aids
    c. Nurses
    d. Laboratory Technicians
    e. Clerical Workers
    f. Doctors
    g. Others
2. Workers in Recreation:
    a. Marina
    b. Circus
    c. Fairs
    d. Bowling
    e. Golf
    f. Park and Zoo Keepers
    g. Others
3. Workers in Nutrition:
    a. Farmers
    b. Cooks
    c. Foods and Services
    d. Greenhouse
    e. Others

Grade III - Occupations Education

General Objectives

1. Help children become appreciative of the worth of other people.
2. Establish an appreciation toward the dignity of labor.
3. Help children to work and live together cooperatively.
4. Help them gain an understanding of the interdependence of all peoples.

Transportation Occupations

First Quarter
9 Weeks

Objective

To help the students become familiar with occupations related to transportation as found in our community and other communities.

Suggested Areas to Cover

1. Air:
    - A. Jets
    - B. Airplanes
    - C. Helicopters
2. Land:
    - A. Trucking
    - B. Bus
    - C. Automobile
    - D. Rail
3. Water

Communication Occupations

Second Quarter
9 Weeks

Objectives

1. To help the students become familiar with occupations in the Communications area found in other communities.
2. To help students realize that many occupations in our community and other communities are interrelated.

Suggested Areas to Cover

1. Telephone
2. Radio
3. Television
4. Mail
5. Newspapers
6. Telegraph

Agriculture And It's Related Industries

Third Quarter
9 Weeks

Objectives

1. To help the students become familiar with occupations related to

agriculture in our community and other communities.

2. To help students realize that many occupations of agriculture in our community are related and dependent upon occupations in other communities.

Suggested Areas to Cover

1. Forestry
2. Cotton
3. Tobacco
4. Truck Farming
5. Mining
6. Petroleum
7. Rubber
8. Any others you feel are related

Recreation Occupations

Fourth Quarter
9 Weeks

Objectives

1. To help the students understand that our community provides facilities for recreation and that many workers are needed to provide these facilities.
2. To help students realize that other communities offer varied opportunities for recreation and many workers are dependent and related to each other.

Suggested Areas to Cover

A. Recreation provided by our community:
   1. Movies
   2. Playgrounds
   3. Parks
   4. Library
   5. Scout Groups
   6. Boy's Clubs
   7. Girl's Clubs
   8. Recreation Programs
   9. Holiday Celebration
   10. Places of Interest
   11. Recreation Centers
   12. Zoo

B. Recreation provided by or in other communities:
   1. State Parks and places of interest
   2. National Parks and places of interest
   3. Zoos
   4. Museums
   5. Art Galleries
   6. Botanical Gardens and Arboretums
   7. Amusement Parks
   8. Beaches and Other Resorts

9. Recreation Centers
10. Theaters
11. Concert Programs
12. Stage Productions
13. Hobby Centers
14. Guided Tours
15. T. V.
16. Excursions and Sightseeing

Grade IV - Occupations Education

First Quarter
9 Weeks

Objectives

1. To help students become more aware of occupations of parents, relatives, and neighbors.
2. To compare occupations during closed door days and modern times in Japan.
3. To compare economic conditions in Japan and U. S. A.
4. To become familiar with a few occupations of New Zealand.
5. To familiarize youngsters with occupations related to the circus.

Suggested Areas to Cover

1. Local Occupations, relate with language arts
2. Japan, relate with social studies, art, language arts, economics, and mathematics:
   a. Transportation
   b. Tourists
   c. Manufacturing
   d. Ship building
   e. Pearl culture
   f. Fishing
   g. Handicrafts
3. New Zealand
   a. Trade
   b. Mining
   c. Farming, sheep and cattle
   d. Fishing
   e. Transportation, shipping
   f. Industry
4. Circus Occupations

Second Quarter
9 Weeks

Objectives

1. To gain occupational information unique to India.

2. To gain occupational information concerning Egypt.
3. To gain occupational information of Low Lands.

Suggested Areas to Cover

1. India: (Social Studies, pp. 118-119; Health, p. 81)
    - a. Carpenter
    - b. Potter
    - c. Farming; rice, tea, etc.
    - d. Transportation:
        1. Primitive (ox carts)
        2. Bicycle
2. Egypt:
    - a. Agriculture (Social Studies)
    - b. Transportation (Social Studies)
    - c. Geometric shapes, pyramids (Mathematics)
3. Low Lands, Belguim and Netherlands: correlate with Social Studies.
    - a. Small Businesses
    - b. Dairy
    - c. Flower and bulb farming

Third Quarter
9 Weeks

Objectives

1. To compare occupations of coastal and mountainous regions of Peru.
2. To compare occupations in Old and New Great Britain.

Suggested Areas to Cover

1. Peru: Correlate with Math, Art, Social Studies (text-Lima, Peru).
    - A. Wool-Alpaca
    - B. Gold
    - C. Silver
    - D. Copper mining
2. Britain:
    - A. Manufacturing, Social Studies text pp. 248-261.
    - B. Clothing and Textiles
    - C. Health: Suitable Clothing pp. 153-163; 165-180.

Fourth Quarter
9 Weeks

Objectives

1. To recognize unlimited occupational opportunities of Alaska.

2. To develop attitudes toward work and human values.
3. To be aware of occupations related to health.
4. To gain occupation information concerning Hawaii.

Suggested Areas to Cover

1. Alaska: (Social Studies, Language Art, Science, Art, Reading -- Unit 5 - Call of the North)
    - A. Lumbering
    - B. Transportation
    - C. Fishing
    - D. Mining
2. Health:
    - A. Health Text:
        1. "What Good Health Is," pp. 9-31.
        2. "How to Measure Growth," pp. 33-51.
        3. "Proper Food for Girls and Boys," pp. 53-79.
    - B. Language Text:
        1. "Learning About Yourself," Chapter II.
        2. "Thank You Letters, Etc.," Chapter IV.
3. Hawaii, correlate with Social Studies and Reading.
    1. Tourism
    2. Agriculture
        - a. Sugar
        - b. Pineapple

Grade V - Occupations Education

First Quarter
9 Weeks

Objectives

1. To develop an awareness of the wide variety of occupations in the Northeastern Region of the U.S.
2. To develop an appreciation of school and training in relationship to various occupations.

Suggested Areas to Cover

1. Stock Market
2. Tourist Industry
3. Garment Industry
4. Shipping Industry
5. Mining
6. Federal Government Employees
7. Specialized Farming

Second Quarter
9 Weeks

Objectives

1. To develop an awareness of the large variety of occupations in the Southern Region of the U.S.
2. To develop an appreciation of the contributions made by inventors and scientists.

Suggested Areas to Cover

1. Plantation Farming
2. Tobacco Farming
3. Naval Stores
4. Citrus Fruit Farming
5. Petroleum Industry
6. Lumbering

Third Quarter
9 Weeks

Objectives

1. To develop an awareness of the wide variety of occupations in the Middle West Region of the U.S.
2. To develop an appreciation of the interdependence of workers in manufacturing and distribution of goods.

Suggested Areas to Cover

1. Manufacturing:
   A. Auto
   B. Vending Machines
   C. Automation devices
2. Transportation:
   A. Water
   B. Rail
   C. Air
3. Farming:
   A. Corn
   B. Dairy

Fourth Quarter
9 Weeks

Objectives

1. To develop an awareness of the wide variety of occupations in

the Plains and Western Regions of the U.S.
2. To develop an appreciation of the interdependence of workers in this region upon workers in other regions.
3. To develop an awareness that where a person lives may directly influence his choice of occupations.

Suggested Areas to Cover

1. Dams
2. National Parks
3. Meat Packing Industry
4. Fishing Industry
5. Ranching
6. Farming
    A. Wheat
    B. Truck

Grade VI - Occupations Education

First Quarter
9 Weeks

Suggested General Objectives

1. To develop concepts about the wide variety and levels of jobs in our community and compare these with occupations found in the countries we study in Social Studies.
2. To help students learn how and why various workers choose their particular occupations here and abroad.
3. To develop an appreciation of the knowledge and skills needed and used by our parents and neighbors in their work.

Specific Objective

To learn various occupations in the field of Space, Government, Family Life, Construction.

Suggested Areas to Cover

1. Occupations concerned with the following:
    A. Space - Russia
    B. Government - Russia
    C. Family Life (Father's work, Mother's work, Children's work) - China
    D. Construction (roads, streets, etc.) - China

Second Quarter
9 Weeks

General Objectives

1. To develop concepts about the wide variety and levels of jobs in our community and compare these with occupations found in the countries we study in Social Studies.
2. To help students learn how and why various workers choose their particular occupations here and abroad.
3. To develop an appreciation of the knowledge and skills needed and used by our parents and neighbors in their work.

Specific Objective

To learn various occupations in the field of Religion, Economy, Farming, Culture, and Trading within a community.

Suggested Areas to Cover

1. Occupations concerned with the following:
   - A. Religion - India
   - B. Economy - India
   - C. Farming - Brazil
   - D. Culture - Brazil
   - E. Trading within community - Brazil

Third Quarter
9 Weeks

General Objectives

1. To develop concepts about the wide variety and levels of jobs in our community and compare these with occupations found in the countries we study in Social Studies.
2. To help students learn how and why various workers choose their particular occupations here and abroad.
3. To develop an appreciation of the knowledge and skills needed and used by our parents and neighbors in their work.

Specific Objective

To learn various occupations associated with recreation, people, fishing, mining, government, and farms.

Suggested Areas to Cover

1. Occupations concerned with the following:
   - A. Recreational occupations - Spain
   - B. Famous people (explorers, writers, artists, etc.) - Spain
   - C. Fishing - Spain
   - D. Mining industry - Poland and Czechoslovakia
   - E. Government - Poland and Czechoslovakia
   - F. Collective farms - Poland and Czechoslovakia

Fourth Quarter
9 Weeks

General Objectives

1. To develop concepts about the wide variety and levels of jobs in our community and compare these with occupations found in the countries we study in Social Studies.
2. To help students learn how and why various workers choose their particular occupations here and abroad.
3. To develop an appreciation of the knowledge and skills needed and used by our parents and neighbors in their work.

Special Objectives

1. To learn various occupations in the field of communication and education.
2. To learn various occupations in the field of transportation, housing, and recreational lodging.
3. To learn various occupations in the field of doctors and hydroelectric power in Africa.

Suggested Areas to Cover

A. Occupations concerned with the following:
   1. Communications - British Isles
   2. Education - British Isles
   3. Transportation - Australia and New Zealand
   4. Housing and Recreational Lodging - Australia and New Zealand
   5. Doctors - Africa
   6. Hydroelectric Power - Africa

Activities Used

These units are presented through a variety of activities appropriate to the grade level. Some examples of these activities are:

1. The use of films and video tapes.
2. Resource speakers in the classroom.
3. Tours to business and industry.
4. Role playing.
5. The use of simulation games.
6. Constructing display charts.
7. Writing letters and reports.
8. Development of murals and other art projects.
9. Reading reference works and writing reports.
10. Writing skits and dramatization
11. Developing simulated production lines.

12. Developing a scrap book about an occupation.
13. Building models.
14. Interviewing parents about occupations.
15. Developing a job tree.
16. Developing a vocabulary about occupations.

The 3rd and 4th grade students formed a corporation with an assembly line to make Christmas decorations. At the 4th grade level, an assembly line was set up for cardboard wagon production.

Career Education, Grades 7 and 8

Unified School District 379 is officially listed as a K-8-4 Organization. However, this district has been involved in a substantial unification program, and certain portions of the district are actually operated as a K-6-2-4 system to make maximum utilization of available facilities. For this reason, the description of career education in grades 7 and 8 is presented as a separate unit.

At this level, a "World of Work" class has been established. Revisions have been made in the industrial arts and home economics curricula and a testing program has been developed. All of these changes are designed to enable students to learn more about their interests and abilities and to broaden their knowledge of careers.

The World of Work Program

This class is given at the 8th grade level and is designed to help students plan their occupational and educational future. The class meets once a week for 80 minutes. Units included in this program are:

Exploring My Interests
The Value of School Courses Related To Jobs

Dress, Manners, Etiquette And Personal Health

How To Study And Make The Most Of School

Personality And Job Success

How To Choose A Career

Discovering Your Abilities

Study Of Occupations

Principles Of Business And Management

Human Relations: Employer-Employee

How To Find Jobs

Job Application, Interview And Follow-up

After High School, What?

This class uses a variety of techniques including resource speakers, films, appropriate references, completion of various forms, buzz sessions, interest and aptitude testing and other similar activities.

Industrial Arts and Home Economics

Two industrial arts shops were revised to provide partial implementation of the "World of Construction" and "World of Manufacturing" portions of the IACP program. The two participating instructors traded facilities to give students a wider variety of exploratory experiences. Two other schools have revised their curricula to include more "hands on" career education experiences but has not followed the IACP pattern. This is an increase of one school over last year.

The Department of Home Economics at McKinley Junior High School introduced the following units into its curricula.

1. A Baby-sitting Unit. This was a very popular unit because it gave girls an opportunity to learn proper procedures and a chance to earn money. A panel of mothers was utilized to discuss what they expected of their baby-sitters.

2. A Child Care Center Unit. Children from the community were invited to the school to participate in a model child care center. Meals and snacks were prepared and served by home economics students.

3. Interior Decoration Unit. Students made interior decoration projects using the principles learned in class. They also made field trips to a furniture store and to a home decorated by a professional interior decorator.

4. Cosmetology Unit. A cosmetologist was invited into the class to present the fundamentals of hair care and styling. Girls checked their face shapes; selected hair styles to compliment their features and did hands-on hair styling for each other.

5. Modeling Unit. This was a unit in which the girls learned and practiced the fundamentals of modeling. The climax of the unit was a style show presented by the students.

Two schools have exchanged boys and girls between home economics and industrial arts classes to broaden their exploratory career education experiences. Boys have learned to sew on patches and buttons, follow pattern directions, iron, use proper etiquette and cook. Also included is information about jobs in home economics available to boys. The girls in industrial arts have done projects in mechanical drawing, refinishing furniture and making bookends. This has given them knowledge in the use of tools and information on industrial arts as it relates to jobs.

There is considerable interest in the development of model corporations. Each corporation selects a project which is usually produced on an assembly line basis. As an example, some of the 7th and 8th grade classes have used:

1. Foot Stools. A total of 35 have been produced and sold.

2. Hi-Jack. These are a boot jack. A total of 160 have been sold.

3. Plastic Castings. These are produced by the Junior High Casting Company. Over 500 items have been sold.

Interest and Aptitude Testing

As part of the World of Work class, students are given tests to help them assess their interests and aptitudes. All 8th grade students in this class take the Differential Aptitude Test and the Kuder Interest Inventory. When appropriate, selected students may be given the Armed Forces Aptitude Test Battery or the General Aptitude Test Battery.

The scores from those tests become a part of the student's permanent file to be used for counseling and guidance purposes.

Curriculum Guides

To stimulate interest among teachers at the 7th and 8th grade levels, a curriculum guide was developed by the career education staff. The purpose of this guide was to show how career education information could be integrated into the regular educational activities of these teachers. Topics relating to jobs and vocations were developed for (1) Art, (2) English, (3) Home Economics, (4) Industrial Arts, (5) Mathematics, (6) Music, (7) Physical Education and Health, (8) Science and (9) Social Studies.

Career Education, Grades 9-12

The career education program in the senior high school consists of a cooperative work experience program and "Awareness Seminars."

The Work Experience Program is designed to provide supervised on-the-job experiences for students in selected occupational areas. Students in the program must enroll in a one hour class instruction course and may enroll in one, two or three credits of work experience depending on the number of hours employed. Students must be seniors; receive an hourly wage for employment; must provide their own transportation between school and work and must be at least 16 years of age.

Seniors must enroll in the one hour instruction class if they plan to participate in the work experience phase of the program. This class includes exploration of different jobs and an in-depth exploration of job categories in the student's interest area. It includes material on finding and keeping a job, interviewing and applying, and succeeding on the job. Other parts of the course include units on making change, salesmanship, income taxes, social security and basic budgeting. Prior to enrollment, the work experience coordinator has an interview with both the student and his parents. This program has created a great deal of interest in the community and has strong support among employers.

The Awareness Seminars in the senior high meet once a week. During this period, featured speakers, movies, video tapes, filmstrips, and student activities are used to inform interested high school students about the occupations.

This program is presented by the counselors for students in grades 9 through 12 who are not enrolled in the work experience instruction class. Topics are selected by students. The seminar is held during the activity period and students are excused from their homeroom to attend. During the spring semester, one seminar per week has been devoted to those students who are interested in entering the work experience program during their senior year.

Curricular Changes

The senior home economics program at Clay Center Community High School added a unit on jobs related to restaurant work. This unit included:

1. Community Speakers including a restaurant owner and managers, a cook and a waitress.

2. Setting up and running a restaurant each day after school for three weeks.

3. The class was divided into teams and rotated duties each day.

A Vocational Interest Testing program was introduced. Results were analyzed and discussed with the students involved.

Other Occupationally Oriented Classes

In addition to the exemplary program at the senior high school, several other courses related to occupations are included in the curriculum. These are not a part of the exemplary program and no attempt is made to evaluate them. They are included in this report because they do provide opportunities for students to gain occupational skills and because they are needed to complete the description of the educational program in occupations at the senior high school level. These courses are:

Business Education

General Business
Typewriting
Bookkeeping
Shorthand
Office Practice
Record Keeping
Business Law

Practical Arts

Carpentry I, II
Cabinetmaking
Mechanical Drawing I, II, III
Metal Working I, II, III
Power Mechanics I, II
Printing I, II
Production Printing
Woodworking I, II

Vocational Agriculture

Agri-Industries and Careers
Agri-Resources and Management
Agricultural Mechanics
Plant Science
Animal Science

Counseling and Guidance

The counseling staff of the schools involved in cooperation with the career education staff has been active in developing and presenting the awareness seminars, career days and in conducting a follow-up survey. One counselor has taught the "World of Work" program at one of the high schools.

Community Involvement

In addition to resource speakers and field trips, there is an active local advisory committee for the cooperative work experience program and one for the career education program. A study of the exemplary program was made last year by the Career Education Committee and a series of one-year and three-year goals developed.

In-Service Education

In-service education for this exemplary program was provided by the Department of Adult and Occupational Education, Kansas State University, Manhattan, Kansas, under contract with the State Department of

Education. In general, in-service classes were offered locally by instructors from the University. A variety of workshops and seminars were also offered on a regional basis and were available to teachers from this program.

EVALUATION

The evaluation of the career education program in Unified School District 379 includes the categories of (1) quanitative process evaluation, (2) qualitative process evaluation and (3) product evaluation.

These categories are not necessarily discrete and there is some overlapping of data. However they appear to be a useful framework for organizing the evaluation.

Quanitative Process Evaluation

Included in this category are those activities which can reasonably be assumed to have extended the program; involved more persons in career education or created a greater awareness of the exemplary program. These activities were:

Career Day. Career day in this school district was sponsored by the high school counseling department and the local Rotary Club. All 600 students from the Clay Center Community High School and another 100 seniors from the Miltonvale and Wakefield High Schools participated.

Dr. Bertram Caruthers, Assistant Superintendent for Special Projects and Director of the Kansas City, Kansas, career education program was the keynote speaker. Students had 3 one-half hour conferences in areas of their choice. There were over 60 different areas represented and all 15 occupational clusters were covered. A follow-up survey showed that career day was one of the favorite activities of the students.

Growth in the K-6 Program. For a second year the career education program had 100% participation at the elementary level. Growth in the program was evident by an increase in activities such as field trips, speakers and use of audiovisual materials.

Growth in 7-8 Grade Programs. At this level, growth was indicated by an increase in the number of field trips and speakers, more "hands-on" participation and an increased interest in the development of model corporations. New areas such as the computer model used in mathematics were added to courses. Approximately 92% of the junior high school teachers participated.

Growth at the Secondary Level. In the Summer of 1972, a career education workshop was held for junior and senior high school faculty. This workshop was followed by an increase in career activities at the high school level. There were 20 course areas that used materials developed in the workshop, and a corresponding increase in the use of community resources.

Use of Lay Advisory Committees. A work experience Advisory Committee was established and has been active throughout the 1972-73 school year. Some of the activities of this committee during the past year has been to:

1. Assist in acquiring equipment.
2. Act as resource persons.
3. Develop new and different training stations for students.
4. Assist in evaluating the program.
5. Assist in establishing guidelines for the program that are compatible with the business and industrial community.

The Education Committee of the local Chamber of Commerce acts as a general advisory committee for the overall exemplary career education program.

Involvement of Parents in Career Education. Parents were involved in a variety of ways. They hosted and chaperoned field trips and assisted with arrangements for guest speakers and the acquisition of career education materials. In addition, parental interviews were part of the orientation of students who planned to participate in the Cooperative Work Experience Program.

Utilization of Community Resources. Community resources were used extensively in this program. There were over 100 field trips, more than 200 resource speakers used in the classrooms and 42 established cooperative work experience stations in the 1972-73 school year. All of these were from the community of approximately 5,000 persons.

Involvement of Youth Groups. Boy Scouts in the community participated in this program by conducting a vocational interest survey.

Dissemination of Information. During the 1972-73 school year, the career education staff made 26 presentations on this exemplary program to school and community groups. These were to parent-teachers associations (2), faculties (12), service clubs (3) and others (9).

Coverage by the local press was considered good. Local newspapers carried numerous articles with pictures on the career education program.

Visitations to observe the program were made by groups of educators from Salina, Phillipsburg, Abilene, Riley County, Fort Hays and Emporia, Kansas. In addition, a visitation team from the Systems Development Corporation of Santa Monica, California visited the program to collect information for a U.S. Office of Education study.

Fifty-three sets of informational materials were mailed to interested persons in 11 different states. Some of the slide programs developed by the teachers and career education staff were sold at cost to other school districts.

Program-Community Interaction. The local Chamber of Commerce sponsored a workshop on theft control and invited the work experience students. Fifteen students participated in the workshop.

The cooperative work experience students honored their employers during the year with an employer coffee, an employer fun night and an employer appreciation banquet. Support from employers for this program was very high.

Qualitative Process Evaluation

Included in this category are those activities which were designed to improve the quality of the program. These activities were:

A Career Information Center. This is a student-oriented vocational guidance center established in the counseling department of the Clay Center High School. In addition to references and other materials on career education and vocational guidance, this center houses the K-VIEW (Kansas Vocational Information for Education and Work) equipment and materials. K-VIEW is an automated, student operated reader-printer which will provide up to four pages of occupational information from a data card. This information may be read directly from a screen or a printout can be made if the student so desires. A career information center is maintained at the junior and senior high school. This year a series of interview tapes developed by the Counseling Department of the

University of Kansas has been included in the Career Information Center at the senior high school.

Group Counseling. Group counseling is accomplished through the *World of Work* program at the junior high school level and through the *Awareness Seminars* at the senior high school level.

A student evaluation of the World of Work program was made. When asked about the content, speakers, movies and scheduling, the percentage of students who approved ran from 75% to 96% on the five questions. When students were asked to rate the overall benefits that they had received from the World of Work program, 95% said that it had been helpful. As part of the World of Work program, all 8th grade students are given the Differential Aptitudes Test and the Kuder Interest Inventory.

In a student evaluation of the Awareness Seminars, students supported the seminars and wanted them to continue, but felt that there should be more speakers, more variety and an opportunity to meet in smaller groups.

Curricular Revisions. In the Industrial Arts curricula, some additional progress was made toward implementing the I. A. C. P. concepts. The "World of Construction" and "World of Manufacturing" were established and two other schools revised their curricula to provide more career education, but did not follow the I. A. C. P. pattern.

In home economics at the junior high school, the following units were introduced: A Baby-sitting Unit, A Child Care Center Unit, Interior Decoration Unit, Cosmetology Unit and Modeling Unit. (See page 32 of this evaluation section for specific explanation of these units.)

The senior high school home economics program added an exemplary unit on restaurant occupations.

In the Cooperative Work Experience Program, the junior orientation program was revised and more employer-student activities were added.

Policy Revisions. During 1972-73, the Cooperative Work Experience Program was opened to the Wakefield High School seniors and there was increased emphasis on the "World of Construction" program at the Wakefield Junior High School.

In-Service Education. In-service education was provided for this program by the Department of Edult and Occupational Education, Kansas State University, Manhattan, Kansas, under contract with the State Department of Education. During the first two years of the program, formal classes were held at appropriate local centers for the teachers involved.

As the program became established, the need for this type of in-service education decreased. During the third year, in-service education was provided by grade level meetings, individual teacher conferences with the career education staff and by teachers enrolling in career education courses at Kansas State University.

Acquisition of Career Education Materials. Career education materials that were purchased and those materials that were developed by career education staff and local faculties are listed in Section III, Appendix C, pages 68-74, of this report.

Career Education Library. Career education materials are available to teachers through the regular library in each school with a special place set aside for career education materials.

Career education materials are available to students through the regular libraries in each school. In the junior and senior high schools, there is a career information center in addition to the career education materials in the regular library.

Product Evaluation

Included in this portion of the evaluation is evidence of desirable student outcomes. It is not suggested that the career education program can assume credit for all of these changes. There are other variables involved and a much more sophisticated approach is needed to isolate the portion attributable to career education. These data do indicate however that a desirable shift in student attitudes has occurred.

The Cooperative Work Experience Class. A comparison was made of selected criteria among students in the work experience program. These comparisons were made between the last semester of the junior year and the first semester of the senior year. Comparisons were made for (1) number of credits carried, (2) grades earned and (3) attendance.

These comparisons gave the following results:

Number of Credits

28% of these students carried more credits in the first semester of their senior year.

44% carried the same number of credits.

28% carried fewer credits in the first semester of their senior year.

Overall Grade Average

66% made better grades in the first semester of their senior year.

5% had the same grade average in both semesters.

29% made poorer grades in the first semester of their senior year.

Attendance

55% had better attendance in the first semester of their senior year.

5% had equal attendance for both semesters.

39% had poorer attendance in the first semester of their senior year.

A student evaluation of the training stations used in the Cooperative Work Experience Program gave the following results:

Question	Yes	No	Don't Know
1. Has the training program experience been valuable to you?	35	2	0
2. Could the on-the-job training be improved?	10	27	0
3. Will you enter this type of employment later?	18	14	5
4. Has this experience prepared you for employment in the area of your interest?	23	12	2
5. Will this training help you in other jobs?	34	2	1

Question	Yes	No	Don't Know
6. Did you develop more confidence because of your training?	34	2	0
7. Should working conditions on your job be improved?	7	29	0
8. Did the supervisor give you enough time and instruction?	33	3	0
9. Did your co-workers treat you as an equal?	31	5	0
10. Did your school courses tie in with the work you were doing on the job?	17	19	0

In question No. 5 relating to help in other jobs almost 50% of the students said that what they had learned in "getting along with and understanding people" would be a major asset in future employment.

The World of Work Program. A survey of students in the World of Work program was made. Most of the questions on this survey dealt with the mechanics of scheduling, types of programs desired by students and other similar topics.

When students were asked however to rate the overall benefit they had received from the World of Work program, 43% said that it had been very helpful and another 53% said that it had been helpful. Thus, 96% of the students thought they had gained by participating in the program.

Awareness Seminars. A student evaluation of the Awareness Seminars was made. Most of the questions dealt with the mechanics of scheduling and student choices for content. Two questions however dealt with student reactions. These were:

1. Check any of the following which resulted from your attendance at the seminars.

15% Created interest in a particular job.

25% Provided added knowledge about the World of Work.

34% Caused me to think about what I am going to do in the future.

6% Provided a better understanding of myself.

30% Made me more aware of the many occupational choices.

2. After having attended the Awareness Seminars, do you feel

   29% More at ease with your counselor?

   2% Less at ease with your counselor?

   69% No change toward your counselor?

The Awareness Seminars are career-oriented. They appear to have accomplished their purpose of stimulating students to think about careers.

Shifts in Enrollment Patterns. There is some evidence that career education has influenced the enrollment patterns of students. In 1972-73 vocational classes had a large increase in enrollment after the advent of career education. The estimated enrollments for 1973-74 show that vocational classes will hold their own or increase while the academic areas of psychology, sociology, chemistry, physics and college math have all had a decrease in enrollment. In addition there has been an increase in the number of students planning to attend a vocational-technical school.

While there is insufficient information to give career education all of the credit for these changes, these data do indicate that students are making more realistic occupational choices in this district.

Other Pertinent Studies. Included here are studies which relate to the exemplary program in Unified School District 379 and bear indirectly on the evaluation of it.

Systems Development Corporation. This corporation of Santa Monica, California, working under contract with the U.S. Office of Education picked the Cooperative Work Experience Program in Unified School District 379 as one of the 50 best in the United States.

Career Education Study Committee. A local evaluation committee studied the exemplary program during the 1972 year. It was the consensus of the group that the program should be continued with emphasis on providing additional areas of exploratory experiences. One-year and three-year goals were recommended and appear in Section III, Appendix A, page 48, of this report.

Staff Perceptions of the Program

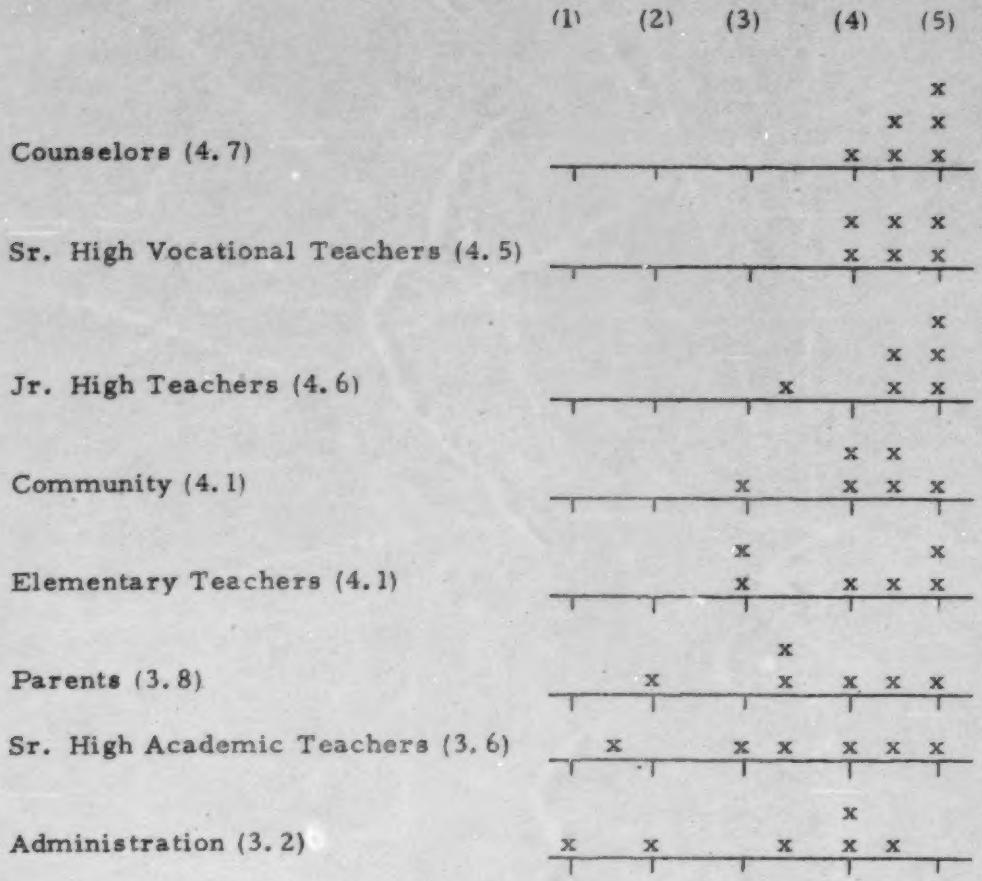
The career education staff was asked to respond to an open-ended questionnaire about what they perceived to be the acceptance of career education among various groups of persons involved and what they felt were to strengths, weaknesses and problems of the program.

Obviously, these replies represent the feelings of the staff about the program. The information is skewed by the personal orientation and the experience of the person who responds. However, the replies to show a rather high degree of consistency among the staff members.

Acceptance of Career Education. The staff was asked to respond to the question, "In general, to what extend do you feel the following groups accept career education?" A five point rating scale was used. The categories used were:

1. Not at all
2. A little bit
3. About average
4. Considerable
5. Enthusiastically

The results are shown in the following chart. The groups are ranked according to their perceived acceptance of career education. The number in parentheses shows the score of each group and the distribution of scores is shown at the right.



Perceived Strengths of the Program. In general, the staff felt that the exemplary program in Unified School District 379 was a strong program. Some of the specific items singled out for comment were:

1. Excellent working relationships among the staff, and an enthusiastic support of career education.

2. A high level of cooperation between the school and the business-industrial community.

3. The comprehensiveness of the program in grades K through 12.

4. The high level of student interest and the resulting spin-off in other classes.

5. The extent to which career education was integrated into all academic areas.

6. The extensive use of junior high corporations, and the interviews and on-the-job observation of careers.

7. The extent to which career education instructional materials were available for teachers and students use.

Perceived Weaknesses of the Program.

1. The uncertainty of funding for fiscal year 1974. This was a matter of real concern to staff members. FY 73 was the last year for supplementary support from State and Federal funds.

2. The need for more teachers on the secondary level to be actively involved.

3. The difficulty of bringing career education to outlying schools in the district.

Perceived Problems.

1. The inability to orient all teachers in the time available.

2. Some in-service classes were too large.

3. The reorientation of teacher-thinking -- particularly the senior high school academic teacher.

4. Analyzing the community and determining the job opportunities available.

RECOMMENDATIONS

This is the third and final year of the exemplary program. Continuation of the program is now the responsibility of the local district. Students, faculties and the Career Education Study Committee have all recommended that the program should continue. The single greatest problem facing the district is how it should be financed.

Administrators in the district are working diligently to resolve the problem of finance, but the uncertain future of the program has created considerable frustration and insecurity among the career education staff and the faculty.

The problem of providing continuity and stability for this program should have a high priority for study by the district. There does not appear to be very much reliable data on the costs of a continuing career education program. Data are available on the costs of the three-year exemplary program, but there is probably considerable difference between the costs of a "continuing" program and the "start up" costs of an exemplary program.

This study should involve the Coordinator of Career Education in the State Department of Education as a resource person. This person needs to have more reliable information on the costs of "continuing" career education for dissemination to other districts planning career education in the future.

THE CONTEXT OF THE PROGRAM

THE COMMUNITY

Lawrence, Kansas, is the administrative center for Unified School District 497. It is located in Eastern-Central Kansas, approximately 35 miles west of the Missouri border and approximately 25 miles east of the capital city of Topeka.

The community of Lawrence has had a colorful history. The New England Emigrant Aid Society which was an abolitionist movement, sponsored migration to the town prior to the Civil War. Because of the slavery issue, these early years were marked by conflict, the most serious of which occurred on August 21, 1863, when a band of confederate guerrillas lead by William C. Quantrill raided the town in the early morning hours leaving the town in ashes and killing 150 of the inhabitants.

Lawrence, Kansas, is the home of Kansas University and the American Indian Junior College. Kansas University began operation in September 1866 with 49 students and 3 faculty members. Today it enrolls 14, 912 undergraduate and 5, 131 graduate students with 1, 844 faculty members. The University is a major factor in determining the cultural and economic life of the community.

The American Indian Junior College opened its doors with 17 students in 1884 as the Haskell Indian Institute. It is a Federally supported junior college operated by the Bureau of Indian Affairs. It offers a variety of academic and occupational programs for a student population of 1, 128 American Indians.

Population Characteristics

The 1970 Census reports the population of Lawrence as 45,698. The growth of population has been relatively steady with 39.1% of growth over the ten-year span between 1960 and 1970.

Age

The age breakdown among this population, as reported in the 1970 Federal Census was --

Age	% of population
Less than 18	23.6
18-65	69.7
Over 65	6.7

Ethnic Distribution

In 1970, the following ethnic distribution was reported for the city of Lawrence:

Ethnic Group	Number	% of Population
White	41,888	91.66
Negro	2,029	4.44
American Indian	1,213	2.65
Japanese	90	0.20
Chinese	193	0.42
Filipino	27	0.06
All others	258	0.57
Totals	45,698	100.00

Source of Data: 1970 Census, Part 3

The ethnic distribution for the city of Lawrence shows a higher percentage of nonwhites than is found in an ethnic distribution for the total state. Nonwhites were 8.34% of the population of Lawrence. Statewide, nonwhites are 5.32% of the total population.

Educational Characteristics

The median years of education completed among the population of Lawrence was 13.0 for males and 12.7 for females. The median years of education completed throughout the State was 12.3 for both sexes.

The percentage of persons 25 years of age or older who had eight years of education or less in Lawrence was approximately 8% compared with a statewide percentage of 16%.

Economic Characteristics

The following shows the occupational profile for Lawrence and for the State of Kansas.

	Percent of Work Force In Each Category	
Occupational Category	Lawrence	Kansas
Professional, Technical and Kindred	27.1	14.3
Managers and Administrators, except Foremen	7.4	9.4
Sales Workers	7.3	7.5
Clerical and Kindred	19.5	16.6
Craftsmen, Foremen and Kindred	10.4	13.3
Operators, except Transportation	6.3	9.7
Transportation Equipment Workers	2.3	3.5
Laborers, except Farm	3.8	4.2

	Percent of Work Force In Each Category	
Occupational Category	Lawrence	Kansas
Farmers and Farm Managers	0.2	6.4
Farm Laborers and Foremen	0.6	1.8
Service Workers, except Private Household	13.6	12.0
Private Household Workers	1.5	1.3
Totals	100%	100%

Source of Data: 1970 Census, Part 3

This profile shows an unusually large percentage of "professional, technical and kindred" workers among the population of Lawrence. This percentage is almost twice the statewide average and probably reflects the influence of the University of Kansas on the community work force.

Major Industries

Education is the predominate industry in this community. In the Federal Census of 1970, 5,516 persons reported that they were employed in some kind of governmental or private educational institution or in some type of educational services. This was 30% of the local work force compared with a statewide percentage of 8.74%.

Other industries employing 1,000 persons or more and the percentage of the community work force employed in each industry were manufacturing (16%), printing, publishing and allied industries (6%), and miscellaneous retail trade (6%).

Miscellaneous Economic Data

The following economic characteristics taken from the 1970 Federal Census help to describe this community. Comparisons have been made with statewide data to show the relative economic position of Lawrence.

Economic Characteristic	Lawrence	Kansas
Median Income/Family	$9,365	$8,693
Percent of famiiies reporting incomes below the poverty level	8.7%	9.7%
Percent of families reporting incomes above $15,000	18.9%	15.9%

In 1970, the unemployment rate in Lawrence was 3.8% of the civilian labor force and 2.46% of the families reported that they received welfare or some form of public assistance.

These data describe Unified School District 497 as a predominately white, middle to upper-middle class community with a higher than average income per family and a below average number of families whose income is less than the poverty level or who have received welfare or public assistance.

The number of years of education completed among the population is higher than that reported for the statewide population. Among those 25 years or older in the Lawrence population, the percentage who had completed 8 years or less of education was about half the percentage found throughout the State.

The work force is dominated by the professional, technical and kindred category. Education is the predominate industry with 30% of the work force involved.

The district has experienced a steady growth of about 4% per year, and its cultural and economic pattern reflects the influence of a large university in a medium-size community.

THE SCHOOL SYSTEM

Enrollment

Unified School District 497, Lawrence, Kansas, is organized on a K-6-3-3 basis. The number of schools and enrollment as of September 15, 1972 was:

Level	No. of Schools	1972-73 Enrollment
Senior High School	1	1,738
Junior High School	3	1,884
Elementary	16	3,527
Kindergarten	(15)[1]	548
		7,697

1. Included in elementary schools

Source of Data: Educational Directory 1972-73, Kansas State Department of Education

In addition, the Exemplary Career Education Program included St. Johns, a parochial elementary school in Lawrence, with an enrollment of 187. The total number of students available for career education was 7,884.

Enrollment Trends

The enrollment growth in this district has been relatively stable with a slight drop at the senior high school and elementary levels for the

1972-73 school year. The statistical reports of the Kansas State Department of Education show the following enrollments for the past four years.

Level	1969-70	1970-71	1971-72	1972-73
Senior High School	1,656	1,758	1,778	1,738
Junior High School	1,891	1,856	1,813	1,884
Elementary	3,889	3,850	3,722	3,527
Totals	7,463	7,464	7,313	7,697

Source of Data: Kansas Education Directory, State Department of Education, for years indicated

Student/Faculty Ratio

In 1972-73, the student/faculty ratio at the various educational levels in the Lawrence school district were:

Level	Enrollment	Faculty	Ratio
Senior High School	1,738	95	19
Junior High School	1,884	99	19
Elementary	3,527	182	19
Kindergarten	548	15	36(1)

(1) Per two session day.

Source of Data: Kansas Educational Directory, 1972-73.

Accreditation

All of the schools involved are accredited by the Kansas State Department of Education. In addition, the senior high school is accredited as a comprehensive high school by the State Department of Education and the North Central Association of Colleges and Secondary Schools.

Retention of Students

The incidence of dropouts as reported to the State Department of Education is relatively stable and quite low when compared with national data. The number of dropouts reported and the percent of the 10th, 11th, and 12th grade student population that this number represents is shown in the following table.

Year	Dropouts	% of 10th, 11th & 12th grade students
1968-69	73	4.50%
1969-70	111	6.70%
1970-71	89	5.06%
1971-72	117	6.73%

Source of Data: Annual Statistical Reports, Kansas State Department of Education

The boundaries of Unified School District 497 include 149 square miles of Douglas County, Kansas. Of this, approximately 6 square miles represents the land area of the city of Lawrence. In 1972-73, the assessed valuation of this district was 108.7 million dollars. In this same year, the operating budget per average daily attendance was $772 compared with a statewide average of $812.

DESCRIPTION OF THE PROGRAM

Purpose

The purpose of this program was to develop a model career education program for a rural-urban setting in Kansas. It was intended that this model and the resulting instructional materials, procedures, and policies would be available to other communities of similar size.

Philosophy

A model developed by the U. S. Office of Education was used as a guide for the development of the career education program at the various grade levels.

At the elementary level, the career education program was integrated into the regular curricula. The career education staff served as resource persons and the elementary teachers participated on a voluntary basis. At this level, the program centered around (1) The World of Work, (2) Character Development and (3) Consumer Economics.

At the junior high school level, the emphasis changed to a general exploration of occupational clusters. Through classroom activities, the students had an opportunity for "hands on" experience with selected occupational clusters.

At the early senior high school level, the emphasis changed from general exploration to more specific "job clustering." Students narrowed their scope of interest to job areas or clusters while continuing an exploratory approach. At this level, they began to develop employability skills. By grade twelve, the emphasis was on specific skill training and on-the-job experiences.

Objectives of the Program

The objectives of the career education program were formulated by the World of Work Committee of the first occupations education class in Lawrence in the fall of 1971. Members of this committee were elementary and secondary teachers, counselors, and administrators. Members of the community assisted the class.

The objectives were to help the student:

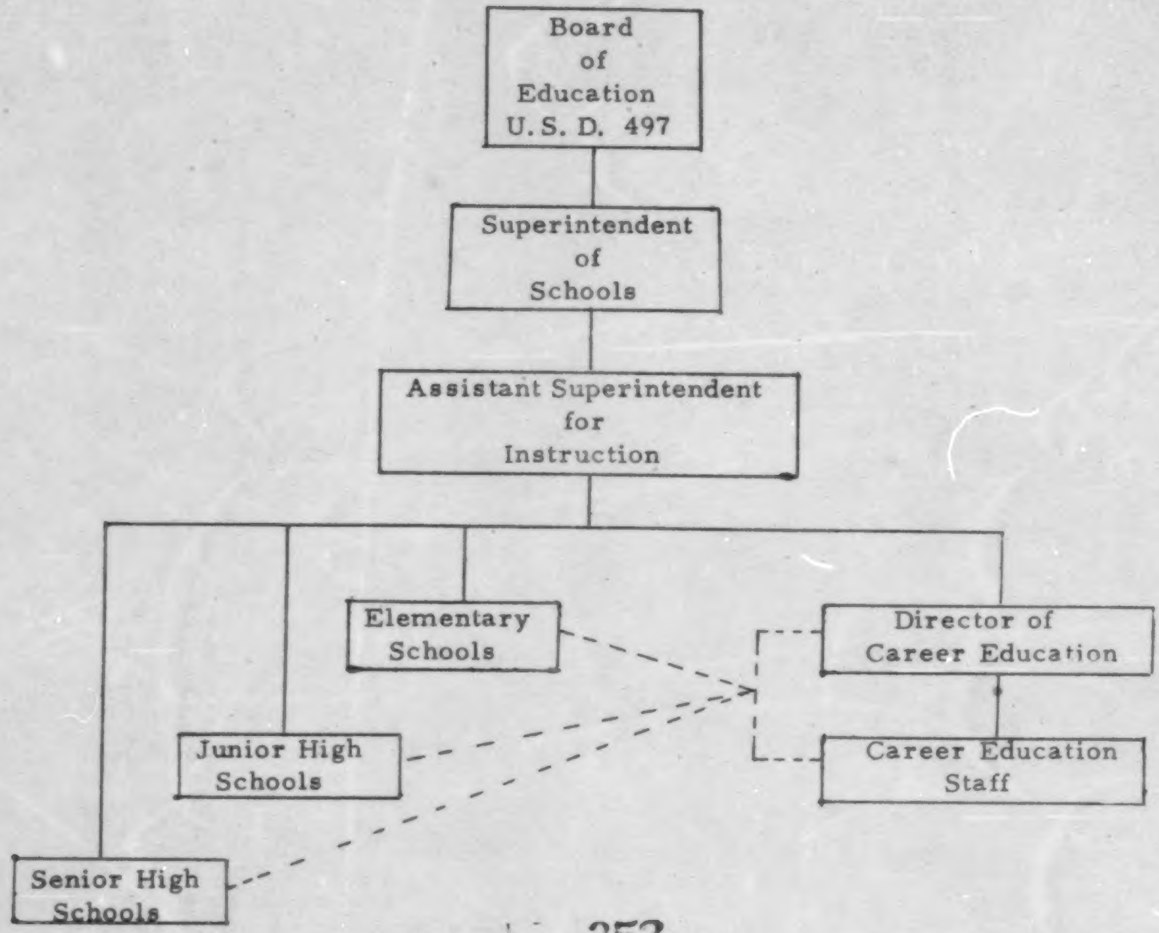
1. Develop self-awareness and pride in his work
2. See himself as a worthwhile individual
3. Have a knowledge of, appreciation and respect for all persons
4. Identify skills needed to succeed in occupations
5. Understand that a person may choose an occupation in which he has an interest and aptitude
6. Develop skills and knowledge useful in some occupations and/or related leisure time activities
7. Acquire experience related to various occupations
8. Become aware of the attitudes people have about their work
9. Understand the interdependency of people and their occupations

The career education staff has periodically reviewed the goals and objectives of the program in light of their experience and the specific situation in Lawrence. In the spring of 1972, a K-6 career education curriculum committee also reviewed the program objectives as a prerequisite for further development of specific objectives at the elementary level.

The Career Education Staff

The career education staff in this district was developed as a resource unit to assist teachers and principals to understand the concepts of career education, develop and acquire appropriate instructional materials, arrange for resource speakers and tours and other similar activities.

The following chart shows the organization of this unit within the school district.


Board of Education U.S.D. 497
Superintendent of Schools
Assistant Superintendent for Instruction
Elementary Schools
Director of Career Education
Junior High Schools
Career Education Staff
Senior High Schools

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The following positions were assigned to the career education staff during the 1972-73 school year.

Director of the Career Education Program	42% time
Secondary Career Education Consultant	100% time
Materials and Secondary Career Consultant	100% time
Elementary Career Education Consultant	100% time
Secondary Industrial and Practical Arts Consultant	33% time
Media Specialist and Secondary Consultant	50% time

The equivalent of 4.25 full-time persons were employed in the development of this program.

Persons assigned to these positions and their qualifications are:

Mr. Ernest Coleman is employed part time as director of the program. Mr. Coleman has a masters degree in educational administration from Kansas State College at Emporia, Kansas, and is now doing graduate work at the University of Kansas. He has had extensive teaching experience at the elementary, junior high, and senior high levels and was a superintendent of schools for six years.

Mrs. Nancy Garland is employed as Secondary Career Education Consultant. Mrs. Garland has a masters degree in Consumer Education from Kansas State University, Manhattan, Kansas and also has Administrative Certification. Special courses include 12 hours of Occupational and Career Education. Other experience includes five years as a junior and senior high school teacher of home economics. One year as instructor of home management at Kansas State University, Manhattan, consultant services and authorship of Consumer Education and Career Education film for Centron Films Inc., and authorship in the State Career Education Curriculum Guide.

Mrs. Grace Wilson is employed as career education materials resource teacher. Mrs. Wilson has an AB degree in English from Kansas State University, Manhattan, Kansas. Special training includes twelve hours of graduate training in career education. Related experience includes one year as librarian, Special Education Instructional Materials Center, University of Kansas.

Mrs. Mary Ashby is employed as Elementary Consultant. Mrs. Ashby has a BS degree in Elementary Education from Kansas University, Lawrence, Kansas. Special training includes 12 graduate hours in Occupational and Career Education, as well as consultant services for Career Education films for Centron Films Inc., and authorship in the State Career Education Curriculum Guide.

Mr. Stanley Larson is employed part-time as secondary resource teacher. Mr. Larson has a BS degree in agricultural education from Kansas State University, Manhattan, Kansas. Special courses include Introduction to Occupational Education and Special Problems in Occupational Education. Mr. Larson has been a teacher of vocational agriculture for 16 years.

Mr. Wendell Bass is employed as a Secondary Career Education Consultant. Mr. Bass has a BS degree in Social Studies from Kansas University, Lawrence, Kansas. Other experiences include half time instructor in the Trades Program, and half-time consultant in Career Education, as well as instructing a Black Studies course at Lawrence

High, and numerous occupations during the summer.

The career education staff is housed in the Diagnostic Center of the district. Also at this center is the Career Education Library which includes a wide variety of books, filmstrips, and other similar career education materials for use by teachers in their classroom.

Career Education, Grades K-6

Career education at the elementary level was incorporated into the regular classroom activities of the elementary school. The career education staff included three, full-time persons who were employed as "resource teachers" to assist elementary teachers in developing and acquiring curricular materials for classroom use and for arranging resource speakers and tours. Elementary teachers participated in the career education on a voluntary basis and requested the services of the career education staff as needed.

The career education programs at the elementary level were developed around three major areas. These areas were (1) World of Work, (2) Character Development, and (3) Consumer Economics. The concepts to be included in each of these major areas and the goals to be achieved under each of the concepts are described in Section II, pages 19-25, of this report.

At the elementary level, "real life" has been brought into the classroom through resource speakers from the community and tours into business and industry as they relate to a specific area of study. Audiovisual materials and references from the career education library have been used to initiate or to compliment a particular area of study.

A wide variety of activities are used to teach these units. The Elementary Resource Teacher on the career education staff has developed a comprehensive guide entitled Elementary Activities, K-6. This guide is intended to help teachers with their everyday classroom problems. Many of the activities presented were developed by the classroom teachers and successfully used in their classrooms.

The amount of time devoted to career education is difficult to isolate and measure. It has been stressed to teachers that career education is not necessarily something to be allocated to a specific time slot but should be fused and correlated with the existing curriculum.

The amount of time spent on career education varies with the individual classroom teacher. At the elementary level, there are special projects which require considerable student time during a specific period. As resource speakers are brought in or as tours are taken, the amount of time fluctuates. Further, career education information can be worked subtly into whatever is being studied so that there is no way of measuring in concrete terms, the specific amount of time spent.

Career Education, Grades 7-9

At the junior high school level, the emphasis is on general exploration through classroom activities in which students have an opportunity to sample selected occupations.

Exploratory courses have been broadened to permit students to explore most of the occupational clusters. These courses are not intended to develop skills for entry level jobs, but rather to acquaint students with the problems and methods of many occupations and the interdependent roles of people in all careers. With these experiences, the student should be able to evaluate the opportunities and requirements for a career in his chosen occupation and to make better judgments concerning the courses he should take in school to prepare for this occupation. For the most part, these exploratory courses have been integrated into the curricula of the industrial arts and home economics programs.

Industrial Arts. In the fall of 1971, the "World of Construction" phase of the I. A. C. P. program was adopted for use at the junior high school level. This was a required one-year course for seventh grade students.

Two additional parts of the I. A. C. P. program were implemented in the fall of 1973. These are "World of Manufacturing" and "Materials and Processes," and are designed as elective courses for 8th and 9th grade boys.

Throughout the I. A. C. P. program, the emphasis is on concepts rather than skill development. Students generally work on activities in crews of 4-6 students each. At the beginning of an activity, a foreman is elected or appointed to supervise the work of the crew. At some time during the year, classes are divided into "labor" and "management" and engage in labor-management negotiations.

Home Economics. The home economics curriculum at the junior high school level has been planned around three courses. These are (1) Designs for Living, (2) Teen Topics I, and (3) Teen Topics II. These are sequential in that each provides more depth of experience in selected areas than the one preceeding it. These three courses were implemented in the fall of 1973 and are explained in Section II, page 27, of this report.

In addition to these revisions that have been implemented, student projects in the common learning area at the junior high school level use career education materials for research about specific occupations. Resource speakers and tours for common learning teachers are arranged to fit specific subject areas and time schedules.

Special Projects. During the 1972-73 school year, several special projects involving career education were carried out in the junior high schools. These projects were: South Job Visitation, Central Junior High Career Class, Steppingstones, and Rent-A-Kid Part-Time Job Program. (See Section II, pages 40-43, of this report for further explanation of the operation of these projects.)

Career Education, Grades 10-12

At the senior high school level, the exemplary program has been designed to use existing vocational programs to develop salable skills and to integrate career education concepts into the regular curricula of the high school. A program for special education students has been developed and an additional course offered in the industrial arts program. These two programs are specifically explained in Section II, Pages 29 and 31, of this report.

Other senior high level career education projects are: Career Center, Course for Career Center Aides, Career Fairs, Career Seminars, TRADES, HOUSE I, and High School Science Students as Resource Speakers. These activities are explained in detail in Section II, pages 30, 32, 33, and 41, of this report.

Existing Vocational Programs. Unified School District 497 has a variety of vocational programs which were in operation prior to the exemplary program.

These are not part of the exemplary program but are included here to complete the description of the opportunities available to students for the development of occupational skills.

Vocational classes offered in this district are:

Distributive Education
Office Education
Cooperative Industrial Training
Auto Mechanics
Data Processing

EVALUATION

The evaluation of the career education program in Unified School District 497 used three categories of criteria. These categories were (1) quanitative process evaluation, (2) qualitative process evaluation and (3) product evaluation.

Quanitative Process Evaluation

Evaluation under this category is based on criteria which are assumed to have involved more persons or to have increased the awareness of the career education program.

Increases in Teacher Participation. At the K-6 level, there has been an increase from 70% to 76% in the number of teachers who are voluntarily participating in the career education program.

During 1972-73, there was more growth among high school teachers in a career education emphasis than there had been in any previous year. In the spring of 1971, there were approximately 10 high school teachers involved. In the spring of 1972, this number had grown to approximately 17 and by spring of 1973, there were approximately 23 high school teachers working a career education emphasis into their instructional program.

Career Days. A New Horizons for Women Career Fair was held at the Lawrence High School Cafeteria from 7:00 to 9:00 p.m. on October 25, 1973. Approximately 50 community persons participated with an attendance from grades 7-12 of about 250. Career participants represented traditional as well as "new" career roles for women. Some of the occupations represented included floristry, cosmetology, modeling, armed services, sheriff's patrol, retailing, banking, and day care. Several junior and senior high school groups participated in the planning and production by arranging for refreshments and providing advertising, as well as helping to set up and staff the career fair.

Business-Industry-Education Week. This is an annual cooperative effort between the Chamber of Commerce and the schools to provide business experiences for the teachers of the district. By proclamation of the mayor, this week was declared Career Education Week. In 1970-71, 140 teachers were hosted by 35 members of the Chamber of Commerce. In 1971-72, 121 teachers participated in a total of 16 tours on four days after school. A special feature was the "Shop Talk Forum" where representatives from business, the school district and the university participated in discussions. The school district also arranged a time for community patrons to tour the career education program. In 1972-73, 247 teachers were hosted by 31 businesses in a job-related interview situation.

Involvement of Parents. Parents were involved in several ways. They served as resource speakers for the classrooms, not only in their child's school, but also in schools throughout the district. Parents provided transportation when bus monies were no longer available. Parents served on a PTA committee to call resource speakers as the teachers requested them. They provided bus money for their child when it was not feasible to take cars. They helped with special projects such as mass production projects or factory projects when teachers requested it.

Utilization of Community Resources. Teachers were encouraged to have resource speakers in their classrooms as it related to subject matter content. Tours into businesses and industries to view occupations in the field were also encouraged and considered to be a valuable learning experience. It was estimated that approximately 2000 community resource people and parents have been involved as a result of the career education program in the Lawrence community during a 2-1/2 year period. Over 50 career education related field trips were taken this year alone.

The Career Education Resource Notebook was developed as the immediate need for knowledge of available community resources became apparent. Approximately 100 resource speakers and tours were listed in the 1971-72 resource notebook. Revision was made during the summer, 1972, and the completed table of contents was listed with up to 35 entries under each category. Two of the three-ring, loose-leaf notebooks were placed in each elementary school, four in the junior high schools, and eight at the high school. One notebook was designated to be stationary with the others available to be checked out to teachers. Additional tours and resource speakers were added as teachers made recommendations to the career education office.

The Lawrence Chamber of Commerce has cooperated in locating particular speakers, or in providing materials for use in the schools. Also, a listing of Chamber members has been added to the resource notebook for the schools.

Involvement of Youth Groups. The Explorer Scouts of America conducted a survey of career interests and now have four active explorer posts connected with the hospital, KLWN radio station, the police station and the university engineering department. Also, each high school vocational program has an active VICA or other related vocational club.

Involvement of Lay Advisory Committees. A Community/Parent Advisory Council for the senior high Vocational/Practical Arts Program has been established. Potential members were contacted through letters and personal calls. Plans for their activities have been drawn up and tentative meeting dates established. Also, advisory councils for Vocational Agriculture and Vocational Auto Mechanics have been established and all active.

Dissemination of Career Education Information. Information about the career education program was disseminated through a variety of channels. Some of these channels were:

Newsletters

In-district communications proved to be a valuable source of information and incentive for the Lawrence teachers. The district newsletter entitled *Soundtrack* gave credit frequently to Lawrence teachers who had participated in special career education activities in their classrooms. The elementary newsletter "Happenings", which was sent to each elementary teacher and administrator, contained ideas, classroom news from around the district, and current available materials. The "Consumer News" contained pertinent information as well as suggested activities for the classroom and was sent to each school, grades K-12.

Adequacy of Press Coverage

Lawrence Career Education has received excellent news media coverage. This has been due in large part to a concerned and involved community as much as to career staff efforts. Over the past 2-1/2 years, over 50 newspaper articles have been published covering career-related activities in the schools. KLWN, the local radio station, has provided excellent coverage of career education related events. The career staff has been repeatedly interviewed on radio shows for the purpose of updating the listening public on various aspects of career education. The local television station (cablevision) has also covered career activities in Lawrence.

Presentations Outside the Community

The Lawrence Career Education program has deliberately tried to meet its commitments to others in the State and nation in helping them to become better informed and more involved with career education. In the three years of the program, over 10,000 publications describing the program have been disseminated to schools and interested persons. The listing of in-service presentations made to educators from outside the Lawrence school community are found in Section II, page 55-57, of this report.

Presentations Within the Community

Many programs on Lawrence Career Education have been presented to or are scheduled for civic and parent groups. A sound filmstrip is currently in process of being developed with the help of the State Department of Education in Topeka. There also is a slide-tape presentation which can be sent to requesting school districts describing career education activities and philosophy of the Lawrence program. Presentations within the community and the number of persons involved are listed in Section II, page 50, of this report.

Publications

Over the three-year period of its existence, the career education staff has developed or assisted in developing the publications listed in Section II, page 58, of this report.

Qualitative Process Evaluation

Included under this category are the criteria which are assumed to have improved the career education program.

The Career Education Information Center. Through the efforts of a counselor and a Career Education staff member, most of the secondary level instructional materials purchased through exemplary funds were moved from the Career Education office to a special room off the high school library. This Career Center is open all day and a student aide is on duty each hour to assist students or teachers in finding materials. Available are a microfiche K-Viewer, a variety of audiovisual and reference materials, college and technical school catalogues, and free brochures concerning careers and training opportunities which are indexed by subject matter in small drawers for easy student access. A creative art student was enlisted to decorate the center to make it more attractive to students. The center has been advertised through the use of wall posters, announcements, and individual and group conferences with students and faculty. More exemplary monies have gone this spring to expand the materials available in the center.

Group Counseling Sessions. In order to help high school students learn more about alternatives open to them after high school and/or to evaluate their career choices in relation to the work experiences of someone pursuing that career, a Career Seminar Series was begun. The speakers this year represented the careers which were the most frequent choices of students on a survey that has been taken in conjunction with the Explorer Scouts of America for the last few years. The series was scheduled bimonthly as much as possible with a great deal of flexibility. The seminars were designed to be small, informal, around-the-table sessions of 10 to 15 students, although attendance was sometimes up to 20 or 30. As often as possible, the sessions were

During the week before each session, students who had indicated an interest in that particular career on the survey, were informed by personal notices about the session. Also, written and public address announcements were made. Students who then signed up in the counseling office were sent call slips before the session so that they could be excused from class. Student response to this very individualized opportunity to talk to someone in their field of interest was extremely positive. Seminars were scheduled from December to March this year. Reactions of the students were very good. They were almost unanimous in rating these seminars as excellent or good.

Curricular Revisions. During the 1972-73 school year, the following revisions were made in curricula.

1. A committee of teachers and principals combined efforts to write a career education curriculum for the social studies area. This was written to supplement the Allyn-Bacon Social Studies series, K-6. The curriculum was ready for field testing during the summer of 1973 to include teachers' suggestions and ideas. The costs for the 1973 workshop and the printing of the revised guide will be funded by district monies in order that the curriculum may be in final form for the 1973-74 school year.

2. The career education curriculum for the fifth-sixth grade science areas was written by a teacher in the district for use during the 1972-73 school year. The curriculum was evaluated and will be available for use by the teachers next year.

3. An art curriculum which includes career education concepts was developed by the district's art consultant. This will be in final form and distributed to all elementary teachers for the 1973-74 school year.

4. In industrial arts, two new courses were adopted for the eighth and ninth grade. These were the World of Manufacturing an I. A. C. P. course and Materials and Processes, a course developed by the industrial arts instructors using as a guide the course developed by Nelson Parke at Greenwood Laboratory School. During the summer of 1973, instructors will be involved in a workshop to develop a laboratory manual for this course.

In the fall of 1971, most of the Home Economics staff was involved with approximately 60 other educators in a graduate class on Occupations Education. Out of this group, five of the junior high school home economics teachers were selected to participate in a follow-up workshop to be held during the summer of 1973. The purpose of this workshop was to rewrite the junior high school home living curriculum. As a result, three courses were adopted in the fall of 1972. These courses were:

1. Design for Living. A one-year required course for seventh graders.

2. Topics for Teens, I. An elective one-semester course for eighth and ninth grade students, and

3. Topics for Teens, II. An elective one-semester course for ninth grade students.

Special Student Projects. During the 1972-73 school year several student-centered projects were developed and implemented at the junior and senior high school level. These projects were:

South Job Visitation

In the spring of 1973, 220 ninth grade students from South Junior High

School visited a job of their choice for a full day. Businesses were invited to participate and job stations were chosen for students on the basis of job choice questionnaires completed approximately three months earlier. Out of the 220 students participating, 212 stated definitely that this activity should be continued. Approximately 50% of the students revised their job choices as a result of this on-the-job experience.

Central Junior High School Career Class

A Career Education Activities pilot program was implemented at the Central Junior High School for one nine-week period. The purpose of this project was to inform students about procedures to be used in applying for a job. Eight freshman students were excused from their social studies classes and were given extra credit to meet in the group for one hour each week. Employers from the community were invited in for each activity.

Stepping Stones

A career education slant was added to a new program called "Stepping Stones" at West Junior High School. In this program, approximately 600 students were placed in interest groups and met one hour a week for a four week session. Some of the first classes centered around leisure time activities and crafts with a sprinkling of career related offerings. One four week session in February and March of 1973 was devoted entirely to careers. More than 120 speakers and/or tours were included in this program.

As a result of the "Stepping Stones" program at the West Junior High

School, a similar program called "Future Reference" was implemented at the South Junior High School during the last nine weeks of school. Approximately 675 students participated in this program.

Students as Resource Speakers

During the spring of 1972, ten high school science students received supplementary training in their particular field of interest, from the Museum of Natural History at the University of Kansas in Lawrence.

Each prepared a presentation and specimen which could be used in an elementary classroom. Five of the students eventually qualified as resource speakers in the classroom. Thirty-two presentations were made to 50 classes in grades K-6. These fifty classes involved 1,083 students. Topics included Snakes, Amphibians, Spiders, Lizards and Ornithology. This project offered mutual benefit to both the elementary and high school students.

Special Staff Projects. During the 1972-73 school year, the Career Education Staff in cooperation with others in the school district, developed two projects which should contribute to the improvement of the career education program. The projects were:

Elementary Activities

This is a handbook of activities which can be used as a guide in implementing the career education program in grades K-6. It was compiled by the Elementary Consultant on the Career Education Staff in Lawrence. It contains 30 pages of suggested activities, many of which have been tested and found successful by the elementary teachers.

The Lawrence Model for Career Education

A model was developed which pictorially shows the sequence and philosophy of the career education program in Lawrence.

The emphases included in this model are those which have been adopted by the State Department of Education for career education in Kansas. These are self, work, resources and leisure. The concepts included in this section are to illustrate the sequential development of career education as it relates to the three areas of awareness, exploration and preparation.

The Career Education methods and techniques are general in order to allow for individual school creativity. Ongoing vocational education programs can be utilized as a part of the Career Education Emphasis. Other areas of emphasis include counseling services, industrial arts, practical arts, cultural and fine arts and all other academic offerings.

The model also attempts to show the interrelationship between the world of work and the continuous options open to the individual. Later stages (11 and 12) will provide skill training and career preparation for the student who plans to work before or immediately after graduation. It will provide the exploration and background for career decision-making for all students including those headed for college or further post high education and training. It should help students find work that is satisfying to their interests and make them aware of the many different occupations and appreciative of the importance of these occupations.

In-Service Education. Basic in-service career education classes were provided by the Department of Adult and Occupational Education of Kansas State University, Manhattan, Kansas, under contract with the State

Division of Vocational Education. Most of these were offered at the beginning of the exemplary program.

As the program progressed, in-service courses were provided by Kansas State University, Kansas University in Lawrence and through in-service days sponsored by the school district.

Specific courses available during the 1972-73 year were:

Simulation Learning Workshop: Twenty-five teachers in grades 5 through 9 attended a two-week afternoon session for two hours graduate credit during June, 1972. Dr. Richard Schusler, Kansas University, conducted the activities for this "funshop." The format was as follows:

Week 1:	Introduction and rationale for games. Examination and experimentation with games already developed.
Week 2:	Development of career education games for the classroom.

This particular workshop was so well received it will be repeated during the summer, 1973.

Economic Education Workshop: During June, 1972, twenty-four teachers received three hours of graduate credit for the three weeks of afternoon sessions. This workshop was co-sponsored by the Kansas Council of Economic Education and the University of Kansas. The emphasis was on the relationship of the economic world to the world of work and the consumer's world. Format for the workshop:

Week 1:	Economic Concepts, Dr. Olson, K. U.
Week 2:	Curriculum Development, Dr. John Guenther, K. U.
Week 3:	Curriculum and Materials, Ms. Vincent Patrick, Tulsa School District, Tulsa, Oklahoma

Each teacher developed specific consumer and economic units for their classrooms. Because of the interest expressed, this workshop will again be available for teachers during the summer, 1973.

Problems Courses: Several teachers enrolled in independent study projects in Career Education for graduate credit from KSU this year.

In the fall of 1972, Unified School District 497 hosted a two day workshop in cooperation with the State Department of Education, Kansas State University and Kansas University. Topics included were:

Consumer Economics & Career Education
Simulation Learning in Career Education
Environmental Career Education
Utilizing Community Resources
Career Education Work Experiences
Self-Image in Career Education
Media and Career Education
Individualized Learning for Career Education
Mini Courses Related to Career Education
The School and Public Relations
Making Career Education Work in Secondary Schools
Career Education: Content to Process, Support Systems to Core Programs
Career Ed.'s Evaluation & Accountability
Language Arts & Foreign Languages
Social Sciences
Mathematics
Practical/Vocational/Industrial Arts
Science/Health/Physical Education
Cultural and Fine Arts
Administration, Counseling & Other General Services
Elementary Level

Acquisition of Career Education Materials. Both elementary and secondary career educational materials were carefully evaluated to provide both quality and a wide variety of instructional materials. Special emphasis was given to the acquisition of sound filmstrips as the most popular item among teachers.

Each of the three junior high schools was allotted $500 to purchase career education materials. Selection of these materials was the responsibility of a departmental committee in each school.

Approximately $600 worth of new elementary career education materials were acquired this year. Additions were made to the Career Center at the high school and locally developed materials were distributed.

The Career Education Library. All elementary and some secondary career education materials are housed at the Career Education Office in the Pupil Services Center. Teachers may call and request any materials. These requests are often general in which case the staff selects materials appropriate to the needs of the teacher.

Interschool mail has proved a convenient and efficient channel for forwarding materials to teachers. In some cases, materials are delivered personally by the staff as a means of increasing contacts with teachers.

Most of the secondary materials were moved this year to the Career Center in the high school library for easier access by teachers and students. These materials are still available through the career education staff.

Product Evaluation

During the 1971-72 and 1972-73 years of the exemplary program, an experiment was carried out in this district to evaluate career education at the elementary level. When a search for an established test failed to identify any instruments which were fitted to the program in Unified School District 479, the elementary consultant on the career education staff developed a test designed to measure the knowledge of occupations and to show attitudes toward and interest in various occupations.

This test is shown in Section II, page 67, of this report.

Procedures: Schools chosen for the testing were chosen on the basis of grade level, socio-economic level, school location, school population (class size) and career education activities occurring. Five types of schools in Lawrence were chosen for the testing on the basis of the above criteria. These socio-economic criteria were·

High, open space classrooms
High
Middle or mixed
Rural
Low

Manhattan, Kansas, was chosen as the control group on the basis of the following criteria:

Community size
College community
School district size
Similar socio-economic levels
School District's educational philosophy
Class sizes

In Manhattan two types of schools were chosen on the basis of socio-economic criteria with four grades tested in each setting. The schools chosen simply ranked as high and low.

The schools in Lawrence were further divided into two groups. Certain schools had indicated a great deal of career education activity while others had only a small amount occurring in this area. Therefore, the schools were arranged into two groups: (1) much Career Education; (2) some Career Education. Comparisons were then made in the statistics on one of the following basis which will be designated each time:

Career Education activities
Socio-Economic levels

Schools chosen for the two groups in Lawrence were matched for comparable class size, socio-economic level, grade level and location as in the above criteria. This accounted for two groups at each grade level for the groupings in Lawrence.

The detailed procedure followed in administering the tests and the results of the testing appear on pages 59-63 of Section II of this report. Tables I and II depict the differences between the testing groups and are located on the following pages.

TABLE I

School	Grade	Page One		Group A		Group B		Group C		Group D		Student Academic Rating		Student Social Rating	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Marlatt	3	12.6	*20.7	4.6	*6.0	3.9	4.4	3.8	4.1			2.0	2.2	1.2	1.2
Woodrow Wilson	3	14.2	*22.0	4.3	4.7	3.2	3.8	2.8	2.8			1.8	1.8	1.6	1.3
Marlatt	4	20.9	*30.6	5.2	5.3	4.5	5.3	4.7	5.0			2.0	2.0	1.2	1.1
Woodrow Wilson	4	22.1	*27.0	4.9	4.6	4.0	*4.7	3.6	3.3			1.8	1.3	1.6	*1.1
Marlatt	5	28.5	*40.8	4.8	5.1	5.0	5.3	3.4	*4.1	3.1	3.6	2.4	*2.1	1.6	1.5
Woodrow Wilson	5	21.8	*29.3	4.8	5.0	3.8	*4.7	2.7	*4.3	2.1	*3.2	2.6	2.5	1.5	1.4
Marlatt	6	35.4	35.4	6.6	*7.1	6.8	7.0	5.8	6.6	5.5	6.0	2.2	2.1	1.5	1.4
Woodrow Wilson	6	29.7	*38.3	6.4	6.5	6.0	6.2	5.4	5.5	4.7	5.3	2.4	2.1	1.4	*1.2

* Repeated measures analysis of variance was used to test whether signifigant differen
existed between pre- and post-test means for the twenty-five groups. These means ind
which variables resulted in signifigant difference in pre to post-test level at the .0

TABLE I

e	Group A		Group B		Group C		Group D		Student Academic Rating		Student Social Rating		Teacher Academic Rating		Teacher Social Rating	
st	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
.7	4.6	*6.0	3.9	4.4	3.8	4.1			2.0	2.2	1.2	1.2	28.44	*27.03	27.51	*25.59
.0	4.3	4.7	3.2	3.8	2.8	2.8			1.8	1.8	1.6	1.3	25.33	*27.00	27.50	27.28
.6	5.2	5.3	4.5	5.3	4.7	5.0			2.0	2.0	1.2	1.1	31.34	30.26	30.78	32.09
.0	4.9	4.6	4.0	*4.7	3.6	3.3			1.8	1.3	1.6	*1.1	23.83	24.79	25.00	25.38
.8	4.8	5.1	5.0	5.3	3.4	*4.1	3.1	3.6	2.4	*2.1	1.6	1.5	27.65	27.91	29.78	28.61
.3	4.8	5.0	3.8	*4.7	2.7	*4.3	2.1	*3.2	2.6	2.5	1.5	1.4	24.59	24.77	26.68	27.22
.4	6.6	*7.1	6.8	7.0	5.8	6.6	5.5	6.0	2.2	2.1	1.5	1.4	25.91	*29.20	26.58	*31.66
.3	6.4	6.5	6.0	6.2	5.4	5.5	4.7	5.3	2.4	2.1	1.4	*1.2	25.56	25.13	26.09	25.61

analysis of variance was used to test whether signifigant differences
e- and post-test means for the twenty-five groups. These means indicate
sulted in signifigant difference in pre to post-test level at the .05 level.

TABLE I

School	Grade	Page One		Group A		Group B		Group C		Group D		Student Academic Rating		Student ial Rati	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	P
Broken Arrow	3	22.6	*32.1	5.5	6.0	5.0	5.8	4.0	4.8			2.0	2.2	1.4	
Cordley	3	13.6	*17.7	4.3	4.8	3.0	*4.1	3.1	3.9			1.6	2.0	1.2	
Deerfield	3	19.6	21.2	5.0	4.9	3.4	4.0	2.6	3.2			1.5	1.6	1.3	
New York	3	11.3	11.6	3.9	4.1	2.4	2.7	2.1	2.0			1.3	1.7	1.4	
Broken Arrow	4	29.1	*35.9	4.6	*5.3	3.8	4.8	2.8	3.5			1.8	*2.3	1.3	
Cordley	4	23.1	25.3	4.5	*5.7	3.95	4.3	3.6	*5.1			2.0	2.2	1.2	
Deerfield	4	23.9	*33.6	5.9	6.2	5.0	*5.7	4.8	*5.6			1.9	*2.4	1.4	
East Heights	4	14.91	*28.6	4.0	*4.8	2.4	2.9	2.6	*3.7			2.1	2.1	1.3	
Grant	5	23.1	27.4	4.5	4.9	2.8	3.4	2.7	3.5			1.9	1.6	1.4	
Hillcrest	5	31.7	*39.3	6.3	*7.0	6.2	6.5	5.9	6.0	5.3	5.8	2.3	2.2	1.4	
Kaw-Valley	5	25.7	28.5	4.9	5.4	4.5	4.4	4.0	4.2	2.9	*3.7	2.1	2.4	1.3	
Sunset Hill	5	30.0	*40.3	5.4	5.8	5.3	*6.4	5.3	*6.1	4.2	4.2	2.4	2.2	1.4	
Grant	6	30.4	*38.2	5.1	*5.9	5.7	5.7	5.1	*5.9	4.8	4.9	2.4	*2.0	1.5	
Woodlawn	6	26.8	27.9	5.7	6.4	4.2	*5.6	3.9	*4.8	3.2	4.0	2.6	*2.1	1.1	
Hillcrest	6	39.8	*45.2	7.0	7.4	6.7	7.0	6.9	6.5	6.3	6.5	1.8	2.0	1.5	
Deerfield	6	33.0	*41.8	6.5	*7.4	6.8	7.1	5.5	*6.7	5.7	5.9	2.2	2.0	1.2	
New York	6	33.3	30.8	4.4	*6.6	4.1	*5.9	3.8	*4.9	3.2	3.5	2.1	1.7	1.5	

TABLE I

One	Group A		Group B		Group C		Group D		Student Academic Rating		Student Social Rating		Teacher Academic Rating		Teacher Social Rating	
Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
*32.1	5.5	6.0	5.0	5.8	4.0	4.8			2.0	2.2	1.4	1.5	26.9	26.85	28.92	28.85
*17.7	4.3	4.8	3.0	*4.1	3.1	3.9			1.6	2.0	1.2	1.4	27.30	30.20	28.95	30.40
21.2	5.0	4.9	3.4	4.0	2.6	3.2			1.5	1.6	1.3	1.2	26.57	27.52	27.57	27.57
11.6	3.9	4.1	2.4	2.7	2.1	2.0			1.3	1.7	1.4	1.1	27.14	27.71	27.43	29.86
*35.9	4.6	*5.3	3.8	4.8	2.8	3.5			1.8	*2.3	1.3	1.6	21.46	*24.34	22.53	*26.61
25.3	4.5	*5.7	3.95	4.3	3.6	*5.1			2.0	2.2	1.2	1.5	25.55	24.10	27.85	27.75
*33.6	5.9	6.2	5.0	*5.7	4.8	*5.6			1.9	*2.4	1.4	1.5	25.69	26.53	26.19	26.96
*28.6	4.0	*4.8	2.4	2.9	2.6	*3.7			2.1	2.1	1.3	1.1	22.18	22.68	23.27	21.45
27.4	4.5	4.9	2.8	3.4	2.7	3.5			1.9	1.6	1.4	1.3	24.05	25.63	23.26	*26.11
*39.3	6.3	*7.0	6.2	6.5	5.9	6.0	5.3	5.8	2.3	2.2	1.4	1.3	29.43	*27.57	32.56	30.78
28.5	4.9	5.4	4.5	*4.4	4.0	4.2	2.9	*3.7	2.1	2.4	1.3	1.4	23.62	23.52	24.14	25.57
*40.3	5.4	5.8	5.3	*6.4	5.3	*6.1	4.2	4.2	2.4	2.2	1.4	1.2	26.24	*28.84	28.92	29.48
*38.2	5.1	*5.9	5.7	5.7	5.1	*5.9	4.8	4.9	2.4	*2.0	1.5	1.2	25.38	26.33	25.94	26.11
27.9	5.7	6.4	4.2	*5.6	3.9	*4.8	3.2	4.0	2.6	*2.1	1.1	1.7	30.75	27.85	32.80	29.75
*45.2	7.0	7.4	6.7	7.0	6.9	6.5	6.3	6.5	1.8	2.0	1.5	1.3	27.62	28.00	30.08	30.29
*41.8	6.5	*7.4	6.8	7.1	5.5	*6.7	5.7	5.9	2.2	2.0	1.2	1.3	32.60	32.61	33.21	33.09
30.8	4.4	*6.6	4.1	*5.9	3.8	*4.9	3.2	3.5	2.1	1.7	1.5	1.4	25.53	25.31	25.30	22.54

TABLE II

Grade	Year	Variable	Subjects	Group 1	Group 2	Group 3	F-Ratio
4	1972	Page One - Recall	1=46 2=48 3=47	31.30	31.31	28.77	1.029
4	1973	Page One - Recall	1=36 2=52 3=48	27.00	23.12	26.40	2.348
4	1972	Group A - Matching		5.46	5.52	4.96	2.628
4	1973	Group A - Matching		5.69	5.38	5.58	0.502
4	1972	Group B - Matching		4.57	4.44	4.98	1.019
4	1973	Group B - Matching		5.39	** 4.38	5.33	4.330
4	1972	Group C - Matching		4.20	4.75	4.09	1.361
4	1973	Group C - Matching		4.17	4.10	4.56	0.633
4	1972	Student Academic Rating		2.26	2.27	** 1.62	10.656
4	1973	S. Academic Rating		2.17	2.23	2.08	0.549
4	1972	Student Social Rating		1.52	1.35	** 1.11	6.538
4	1973	S. Social Rating		1.31	1.31	1.25	0.225
4	1972	Teacher Academic Rating		24.24	24.77	27.47	2.650
4	1973	T. Academic Rating		26.92	25.42	29.06	2.989
4	1972	Teacher Social Rating		27.11	** 24.44	28.66	4.203
4	1973	T. Social Rating		27.83	** 26,81	30.79	3.752

TABLE II

ble	Subjects	Group 1	Group 2	Group 3	F-Ratio	P
ne - Recall	1=46 2=48 3=47	31.30	31.31	28.77	1.029	0.3615
ne - Recall	1=36 2=52 3=48	27.00	23.12	26.40	2.348	0.0974
A - Matching		5.46	5.52	4.96	2.628	0.0739
A - Matching		5.69	5.38	5.58	0.502	0.6120
B - Matching		4.57	4.44	4.98	1.019	0.3649
B - Matching		5.39	**4.38	5.33	4.330	*0.0149
C - Matching		4.20	4.75	4.09	1.361	0.2586
C - Matching		4.17	4.10	4.56	0.633	0.5373
nt ic Rating		2.26	2.27	**1.62	10.656	*0.0002
demic Rating		2.17	2.23	2.08	0.549	0.5845
nt Rating		1.52	1.35	**1.11	6.538	*0.0023
cial Rating		1.31	1.31	1.25	0.225	0.8017
er ic Rating		24.24	24.77	27.47	2.650	0.0724
demic Rating		26.92	25.42	29.06	2.989	0.0522
er Rating		27.11	**24.44	28.66	4.203	*0.0166
cial Rating		27.83	**26,81	30.79	3.752	*0.0253

TABLE II

Grade	Year	Variable	Subjects	Group 1	Group 2	Group 3	F-Ratio	P
3	1972	Page One - Recall	1=48 3=47 2=31	26.08	** 18.94	21.17	5.547	* 0.0
3	1973	Page One - Recall	1=53 2=52	26.45	** 20.40		8.502	* 0.0
3	1972	Group A - Matching	1=48 3=47 2=31	5.46	** 4.61	5.47	4.141	* 0.0
3	1973	Group A	1=53 2=52	5.09	5.04		0.025	0.8
3	1972	Group B - Matching	1=48 3=47 2=31	5.08	** 3.45	4.17	9.875	* 0.0
3	1973	Group B	1=53 2=52	3.94	4.02		0.042	0.8
3	1972	Group C - Matching	1=48 3=47 2=31	4.42	** 2.90	3.62	7.680	* 0.0
3	1973	Group C	1=53 2=52	3.92	3.48		1.630	0.2
3	1972	Student Academic Rating	1=48 3=47 2=31	2.10	** 1.55	2.04	5.908	* 0.0
3	1973	S. Academic Rating	1=53 2=52	1.74	1.79		0.123	0.7
3	1972	Student Social Rating	1=48 3=47 2=31	1.44	1.19	1.28	2.391	0.0
3	1973	S. Social Rating	1=53 2=52	1.40	1.33		0.359	0.5
3	1972	Teacher Academic Rating	1=48 3=47 2=31	28.25	28.13	27.02	0.494	0.6
3	1973	T. Academic Rating	1=53 2=52	28.06	29.10		0.548	0.5
3	1972	Teacher Social Rating	1=48 3=47 2=31	29.50	28.74	26.23	2.992	0.0
3	1973	T. Social Rating	1=53 2=52	28.81	29.46		0.227	0.6

* Repeated measures analysis of variance was used to test whether signifigant difference existed existed between the three specific groups. These means indicate which variabl resulted in signifigant differences at the .05 level.

** This indicates which means were the most directly responsible for the signifigant diff of the three groups.

TABLE II

	Subjects	Group 1	Group 2	Group 3	F-Ratio	P
Recall	1=48 3=47 2=31	26.08	** 18.94	21.17	5.547	* 0.0053
Recall	1=53 2=52	26.45	** 20.40		8.502	* 0.0046
Matching	1=48 3=47 2=31	5.46	** 4.61	5.47	4.141	* 0.0178
	1=53 2=52	5.09	5.04		0.025	0.8682
Matching	1=48 3=47 2=31	5.08	** 3.45	4.17	9.875	* 0.0003
	1=53 2=52	3.94	4.02		0.042	0.8332
Matching	1=48 3=47 2=31	4.42	** 2.90	3.62	7.680	* 0.0010
	1=53 2=52	3.92	3.48		1.630	0.2018
ating	1=48 3=47 2=31	2.10	** 1.55	2.04	5.908	* 0.0039
c Rating	1=53 2=52	1.74	1.79		0.123	0.7270
ing	1=48 3=47 2=31	1.44	1.19	1.28	2.391	0.0938
Rating	1=53 2=52	1.40	1.33		0.359	0.5572
ating	1=48 3=47 2=31	28.25	28.13	27.02	0.494	0.6171
c Rating	1=53 2=52	28.06	29.10		0.548	0.5323
ing	1=48 3=47 2=31	29.50	28.74	26.23	2.992	0.0523
Rating	1=53 2=52	28.81	29.46		0.227	0.6405

nalysis of variance was used to test whether signifigant differences ween the three specific groups. These means indicate which variables gent differences at the .05 level.

h means were the most directly responsible for the signifigant differences

TABLE II

Grade	Year	Variable	Subjects	Group 1	Group 2	Group 3	F - Rat
5	1972	Page One - Recall	1=41 2=46 3=45	38.78	34.93	35.20	1.345
5	1973	Page One - Recall	1=43 2=50 3=56	31.05	29.78	31.07	0.255
5	1972	Group A - Matching		6.54	5.61	** 5.07	10.932
5	1973	Group A - Matching		6.07	5.94	5.80	0.409
5	1972	Group B - Matching		6.17	5.52	** 5.02	3.993
5	1973	Group B - Matching		5.67	5.42	5.59	0.212
5	1972	Group C - Matching		6.00	5.24	** 4.20	9.065
5	1973	Group C - Matching		5.70	5.34	** 4.68	3.695
5	1972	Group D - Matching		5.41	3.98	** 3.40	9.580
5	1973	Group D - Matching		** 2.98	4.00	4.11	3.906
5	1972	Student Academic Rating		2.10	2.30	2.29	0.924
5	1973	S. Academic Rating		2.14	2.16	2.25	0.391
5	1972	Student Social Rating		1.29	1.30	1.44	1.091
5	1973	S. Social Rating		1.26	1.32	1.39	0.927
5	1972	Teacher Academic Rating		27.02	26.41	26.38	0.130
5	1973	T. Academic Rating		29.47	26.42	** 26.02	3.369
5	1972	Teacher Social Rating		28.73	27.70	27.93	0.278
5	1973	T. Social Rating		29.93	28.60	** 26.43	3.469

TABLE II

iable	Subjects	Group 1	Group 2	Group 3	F - Ratio	P
One - Recall	1=41 2=46 3=45	38.78	34.93	35.20	1.345	0.2632
One - Recall	1=43 2=50 3=56	31.05	29.78	31.07	0.255	0.7783
A - Matching		6.54	5.61	** 5.07	10.932	* 0.0001
A - Matching		6.07	5.94	5.80	0.409	0.6711
B - Matching		6.17	5.52	** 5.02	3.993	* 0.0203
B - Matching		5.67	5.42	5.59	0.212	0.8113
C - Matching		6.00	5.24	** 4.20	9.065	* 0.0004
C - Matching		5.70	5.34	** 4.68	3.695	* 0.0264
D - Matching		5.41	3.98	** 3.40	9.580	* 0.0003
D - Matching		** 2.98	4.00	4.11	3.906	* 0.0217
nt mic Rating		2.10	2.30	2.29	0.924	0.5982
ademic Rating		2.14	2.16	2.25	0.391	0.6828
nt l Rating		1.29	1.30	1.44	1.091	0.3395
cial Rating		1.26	1.32	1.39	0.927	0.5998
er mic Rating		27.02	26.41	26.38	0.130	0.8779
ademic Rating		29.47	26.42	** 26.02	3.369	* 0.0360
er l Rating		28.73	27.70	27.93	0.278	0.7618
cial Rating		29.93	28.60	** 26.43	3.469	* 0.0327

TABLE II

Grade	Year	Variable	Subjects	Group 1	Group 2	Group 3	F - Ratio
6	1972	Page One - Recall	1=63 2=35 3=47	34.32	37.74	36.83	1.273
6	1973	Page One - Recall	1=69 2=56 3=45	37.43	34.27	33.18	2.043
6	1972	Group A - Matching		** 6.32	7.09	6.83	3.356
6	1973	Group A - Matching		6.55	6.59	** 5.93	3.160
6	1972	Group B - Matching		** 5.44	6.69	6.62	8.316
6	1973	Group B - Matching		6.32	5.91	5.69	1.311
6	1972	Group C - Matching		** 5.06	6.11	6.06	4.422
6	1973	Group C - Matching		5.72	5.66	** 4.71	3.994
6	1972	Group D - Matching		** 3.76	5.03	5.63	7.142
6	1973	Group D - Matching		4.75	4.68	4.00	1.284
6	1972	Student Academic Rating		1.93	1.89	2.10	1.078
6	1973	S. Academic Rating		1.81	2.04	2.07	1.641
6	1972	Student Social Rating		1.40	1.34	1.30	0.516
6	1973	S. Social Rating		1.30	1.36	1.38	0.219
6	1972	Teacher Academic Rating		27.24	29.71	27.21	1.162
6	1973	T. Academic Rating		27.10	** 22.52	26.67	5.345
6	1972	Teacher Social Rating		28.86	29.03	28.70	0.013
6	1973	T. Social Rating		28.32	** 22.93	26.69	6.591

TABLE II

e	Subjects	Group 1	Group 2	Group 3	F - Ratio	P
- Recall	1=63 2=35 3=47	34.32	37.74	36.83	1.273	0.2825
- Recall	1=69 2=56 3=45	37.43	34.27	33.18	2.043	0.1307
- Matching		** 6.32	7.09	6.83	3.356	* 0.0365
- Matching		6.55	6.59	** 5.93	3.160	* 0.0436
- Matching		** 5.44	6.69	6.62	8.316	* 0.0007
- Matching		6.32	5.91	5.69	1.311	0.2714
- Matching		** 5.06	6.11	6.06	4.422	* 0.0136
- Matching		5.72	5.66	** 4.71	3.994	* 0.0197
- Matching		** 3.76	5.03	5.63	7.142	* 0.0015
- Matching		4.75	4.68	4.00	1.784	0.2790
Rating		1.93	1.89	2.10	1.078	0.3437
nic Rating		1.81	2.04	2.07	1.641	0.1950
ating		1.40	1.34	1.30	0.516	0.6040
l Rating		1.30	1.36	1.38	0.219	0.8058
Rating		27.24	29.71	27.21	1.162	0.3157
nic Rating		27.10	** 22.52	26.67	5.345	* 0.0059
ating		28.86	29.03	28.70	0.013	0.9874
l Rating		28.32	** 22.93	26.69	6.591	* 0.0022

Follow-up Study of 1971 Graduates. A five-year follow-up of this class has been planned. One of the high school counselors did the first-year follow-up as an independent study project at Kansas State University.

In the Spring of 1971, 479 out of 500 seniors completed a short questionnaire on their plans after graduation. Their plans as listed by the students were:

Plan to attend a four-year college	283	59%
Plan to attend a two-year college	23	5%
Plan to attend a Business or Trade School	29	6%
Military Service	15	3%
Full-time employment	115	24%
Military Academy	1	--
Not certain	13	3%

In the fall of 1971, a second questionnaire was sent to members of this class. 401 of the students responded.

Attending a four-year college or university	247	62%
Attending a two-year college	10	2%
Attending Business or Trade School	15	4%
Military Service	10	2%
Married (Housewife)	14	4%
Unemployed (looking for work)	11	3%
Full time employment	94	23%

The percentages suggest that the students planned rather well. The differences between what the students said they planned to do and what they actually did in the fall are surprisingly small.

The 94 students who were employed full time listed 118 job descriptions of their employment which suggests that some of them were holding more than one job. The job descriptions listed by these 94 students were·

Assembly Line Worker	3
Bank Teller	3
Barber	1
Bell Telephone Service	5
Carpenter	3
Checker	3
Construction	8
Cook	5
Data Processing	1
Farmer	7
Heavy Equipment Operator	1
Hospital Attendant	2
Nurse's Aide	1
Parts Supply (Auto)	3
Printing	3
Railway Service	2
Research Assistant	1
Repairman -- Auto	3
-- Electrical	1
Reporter (Credit Bureau)	1
Sales Clerk	25
Secretary, Typist, Receptionist	25
Waiter	3
Waitress	3
	118

Analysis of 1972 Graduates. To learn more about the Secondary students an analysis was made of the graduating class of 1972. Comparisons were made between the potential graduates in 1972 and the same class in the ninth grade in 1969. The following information was obtained.

Total number of students in 9th grade in 1969		588
Students in this group who did not graduate in 1972		
Moved out of State	42	
Moved but in State	25	
Still at LHS	3	
Dropped	60	
Correspondence	3	
Continuing Education	6	
G. E. D.	2	
Service	3	
Deceased	4	
Total	148	
In-migration of students between 9th and 12th grade who graduated		78
Total number of graduates in graduating class of 1972		518
Percentage of dropouts between 9th and 12th grade		11%
Percentage of out-migration between 9th and 12th grade		10%

THE CONTEXT OF THE PROGRAM

THE COMMUNITY

Unified School District 500 at Kansas City, Kansas, was selected as a representative metropolitan school district. This district is located on the Kansas-Missouri border and is part of a larger metropolitan complex which includes Kansas City, Missouri, and numerous suburbs.

Population

In 1970, the population of Kansas City, Kansas, was 168, 214. Between 1960 and 1970, the population increased by 38%. The age distribution of the population as reported in the 1970 Census was:

Age	% of population
Less than 18	35.2
18-65	54.5
Over 65	10.3

Ethnic Distribution

The ethnic distribution among the population of Kansas City, Kansas, shows a relatively large percentage of Negroes with very few from other minority groups. The following table shows the ethnic distribution as reported in the 1970 Census:

Ethnic Group	Number	% of Population
White	131,663	78.3%
Negro	34,840	20.7%

Ethnic Group	Number	% of Population
American Indian	589	0.3%
Japanese	171	0.1%
Chinese	122	0.1%
Filipino	138	0.1%
All others	691	0.4%
Totals	168,214	100.0%

Educational Characteristics

The median years of education completed was 11.6 for both males and females. The median years of education completed by the population of the State was 12.3 for both sexes.

The number of persons 25 years of age or older who had completed 8 years of education or less was 15.6%. This matched almost exactly the statewide average of 16%.

Economic Characteristics

The occupational profile for Kansas City, Kansas, shows smaller percentages in the professional, managerial and sales categories and larger percentages in the clerical, craftsman, and operators categories than the percentages reported in the occupational profile for the State. The occupational distribution for Kansas City, Kansas, and the State of Kansas as reported in the 1970 census is shown in the following table.

Occupational Category	Percent of Work Force in Each Category Kansas City	 Kansas
Professional, Technical and Kindred	11.4	14.3
Managers and Administrators, except Foremen	5.7	9.4
Sales Workers	5.2	7.5
Clerical and Kindred	22.4	16.6
Craftsmen, Foremen and Kindred	15.4	13.3
Operators, except Transportation	13.9	9.7
Transportation Equipment Worker	5.3	3.5
Laborers, except Farm	6.7	4.2
Farmers and Farm Managers	0.2	6.4
Farm Laborers and Foremen	0.2	1.8
Service Workers, except Private Household	12.7	12.0
Private Household Workers	0.9	1.3
Totals	100.0%	100.0%

Major Industries

Manufacturing predominates the economy of the community with approximately 23% of the work force employed in this industry. Other industries which employ 5% or more of the work force are:

Wholesale Trade	6.5%
Construction	6.0%
Public Administration	5.6%
Retail Trade	5.2%
Hospitals	5.2%
Elementary, Secondary Schools and Colleges	5.2%

Miscellaneous Economic Data

The following miscellaneous economic indicators help to describe this community. Corresponding data for the total State are shown for comparison.

Economic Indicator	Kansas City	Kansas
Median Income/Family	$9,165	$8,693
Percent of families reporting income below the poverty level	10.0%	9.7%
Percent of families reporting income above $15,000	13.8%	15.9%

The unemployment rate in 1970 was 3.6% for males and 4.0% for females. Six and two-tenths percent of the families reported that they received some welfare or public assistance.

Unified School District 500 at Kansas City, Kansas, can be described as a typical urban community with an economy centered around business and industry. The economy appears to be well balanced with manufacturing as the predominant industry.

Compared with statewide data, Kansas City, Kansas, appears to be a middle income community. The median income per family is a little higher than is found throughout the State and the percentage of families with incomes above $15,000 is slightly lower.

The educational achievement among the population is lower on the upper end of the scale, but the percentage of persons 25 years of age or over who have completed 8 years of education or less is very close to the statewide average.

The population has grown rather steadily at a rate of about 4% per year and approximately one out of five persons in the community is Negro.

THE SCHOOL SYSTEM

Unified School District 500, Kansas City, Kansas, is officially organized as a K-6-6-3 school system.

Because of unification in recent years and to make maximum use of facilities, some of the junior and senior high schools in this district do not follow the typical K-6-3-3 organization. The number of schools and their enrollment are --

Level	No. of Schools	Enrollment
Senior High (10-12)	2	3,338
Senior High (9-12)	1	3,649
Junior-Senior High (7-12)	2	2,485
Junior High (7-8)	2	1,858
Junior High (7-9)	4	4,051
Elementary	50	16,143
Kindergarten	(43)[1]	2,480
		34,004

(1) Included in elementary schools

Source of Data: Annual Statistical Report, 1972-73, Kansas State Department of Education.

Accreditation

All of these schools are accredited by the Kansas State Department of Education. The five senior high schools are accredited as comprehensive high schools by the State Department of Education and by the North Central Association of Colleges and Secondary Schools.

Student/Faculty Ratio

In 1972-73, the student/faculty ratios in these schools were:

Senior High	22
Junior High	22
Elementary	20
Kindergarten	34(1)

(1) Per two session day

Enrollment Trends

To assess the trends in enrollment in Unified School District 500, data for the past four years were compared. These enrollments were:

Level	1969-70	1970-71	1971-72	1972-73
Senior High School	8,134	9,076	9,483	9,472
Junior High School	6,895	6,009	5,943	5,909
Elementary	16,974	16,292	16,002	16,143
Totals	32,003	31,377	31,428	31,524

These data show that the enrollment in this district is relatively stable. The overall enrollment shows a decline of approximately 500 students over the four-year period. Declines at the elementary and junior high level have been offset to some extent by gains in the senior high schools.

Special Schools

In addition to the regular schools of this district, there are two special schools which must be included to give a comprehensive picture of the educational structure in this area. These two schools are:

The Kansas City Area Vocational-Technical School. This school is part of the Kansas City, Kansas, school district and operates under the same board of trustees and administration. Sixteen programs of vocational-technical education are offered at this school for high school, post high school, and adult students. As of September 15, 1971, this school enrolled a total of 812 students from six counties and employed 41 instructors. There were 523 secondary students enrolled and 289 from the post high school and adult levels.

The Kansas City Community Junior College. This junior college serves the Kansas City, Kansas, area and operates under its own board of trustees and administration. It is not a part of the Kansas City, Kansas, school system, but serves students throughout Wyandotte County in which Kansas City, Kansas, is the major metropolitan area.

This is a comprehensive junior college offering programs of lower division college courses, general education, and occupational education at the postsecondary and adult levels. There is also a remedial program for out-of-school youth and adults who wish to complete the requirements for high school graduation or take basic adult education courses.

The Kansas City Kansas Community Junior College is fully accredited by the North Central Association of Colleges and Secondary Schools and by the Kansas State Board of Education. In 1971-72, this school reported an enrollment of 1,867 students.

Retention of Students

The Annual Statistical Reports of the State Department of Education lists the following incidence of dropouts in the Unified School District 500. This dropout rate is fairly high among Kansas schools, but still relatively low for urban centers throughout the Nation. The numbers of dropouts and the percentage of the 10th, 11th, and 12th grade student population that this number represents is shown in the following table:

Year	Dropouts	% of 10th, 11th, & 12th grade students
1968-69	665	9.39%
1969-70	740	10.40%
1970-71	567	7.95%

Unified School District 500, Kansas City, Kansas, includes 59 square miles. Practically all of this is urban residential area with a considerable amount of heavy industrial development. In 1970, the assessed valuation of this district was 334.9 million dollars. In this same year, the operating budget per average daily attendance in this district was $860 compared with a statewide average of $812.

DESCRIPTION OF THE PROGRAM

Purpose

The purpose of the career education program in Unified School District 500, Kansas City, Kansas, was to develop a model career education program which could be used in similar metropolitan school districts.

Philosophy

The exemplary program in this district started approximately six months after the exemplary programs in the other participating districts. In effect then, this report covers approximately the second year of the program's operation.

The program stresses broad concepts of career education and occupations at the elementary level. The emphasis is on occupational awareness, the development of a positive self-image for the student, the need for dignity and respect for all types of work and the stimulation of a broad range of interests on the part of the student, in occupations.

At the junior high school level, the emphasis shifts to "hands on" experience in the exploration of occupational clusters. Students have an opportunity to explore their interests and aptitudes and to begin a realistic appraisal of themselves. They are encouraged to begin long range vocational plans and to choose curricular offerings in keeping with these plans. At this level, the emphasis is still on concept development rather than specific skill training.

At the senior high school level, the emphasis is on the development of specific salable skills through enrollment in existing vocational classes or through work experience and cooperative programs. Programs are tailored to fit the needs of special groups such as dropouts, potential dropouts and students who have just finished high school but have had no previous vocational experience.

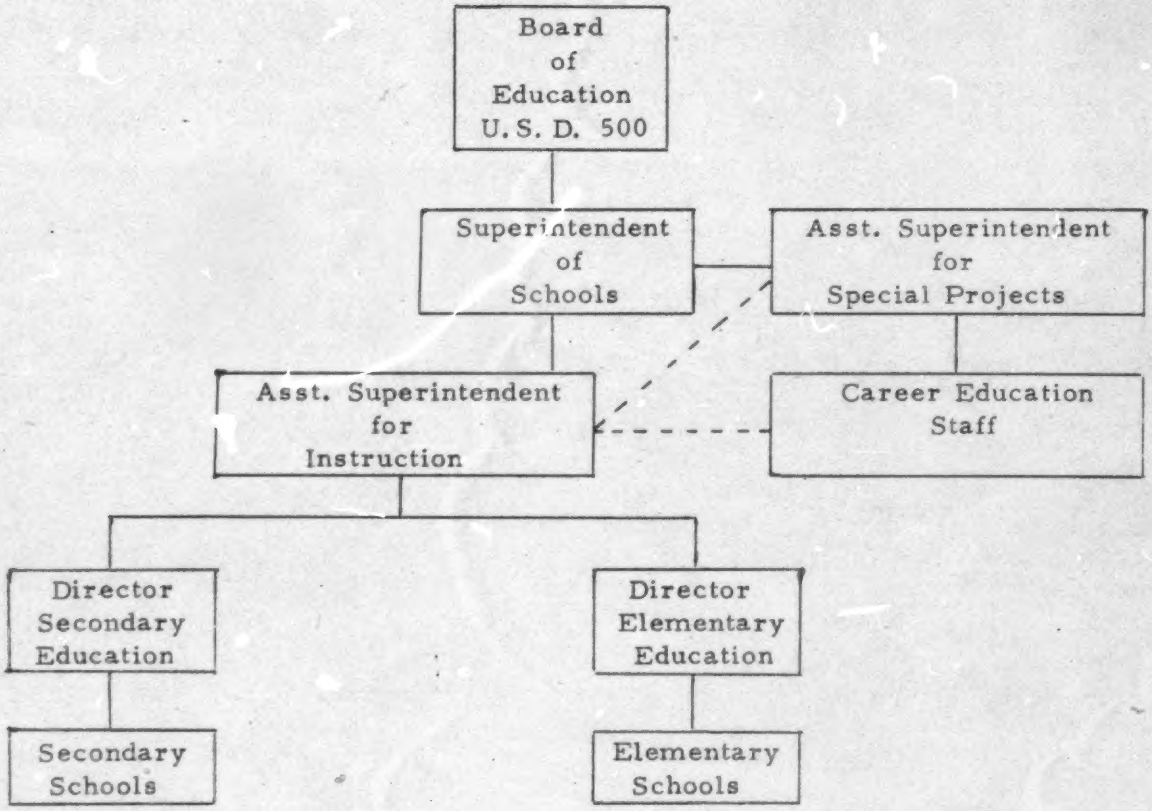
There is an intensive guidance and counseling program in the last years of high school to assist students in finalizing their career choices, with initial job placement and with enrollment in training programs to obtain job entry skills where necessary.

Objectives of the Program. These statements are located on pages 18-20 in Section I of this report.

The Career Education Staff

The career education staff was organized as a service unit. The members served as innovators and catalyzers to orient and inform teachers and administrators about the career education program. They compiled curricular materials; provided media materials to teachers; obtained resources needed by teachers; arranged tours, and performed various other services to assist classroom teachers and to promote career education activities.

The following organization chart shows the placement of this unit within the organizational framework of the district.


Board of Education U. S. D. 500
Superintendent of Schools
Asst. Superintendent for Special Projects
Asst. Superintendent for Instruction
Career Education Staff
Director Secondary Education
Director Elementary Education
Secondary Schools
Elementary Schools

During the 1972-73 school year, the following positions were assigned to the career education staff in Unified School District 500.

Position	Percent of Time in this Position
Director	100%
Elementary Program Specialist (2)	100%
Secondary Program Specialist (2)	100%
Media Specialist	100%

In addition directors of elementary and secondary education, district supervisors and consultants are involved and used as needed.

The qualifications of persons assigned to these positions during the 1972-73 school year were:

Dr. Bertram Caruthers is assigned as Director of the program with the title of Assistant to the Superintendent of Schools. Dr. Caruthers holds a doctorate from the University of Nebraska with specialization in administration and science. He has been a teacher and administrator in elementary and secondary schools and has taken special courses in adult, occupational and career education. Dr. Caruthers is responsible for the overall planning and implementation of the career education exemplary program and has been $2\frac{1}{2}$ years in this position.

Mr. James L. Tinsley is employed as a program specialist at the secondary level. Mr. Tinsley holds a Bachelor of Arts degree from Yankton College, Yankton, South Dakota, and has taken special courses in career education. He has been 1 year and 3 months in this position.

Mrs. Rathel Housewirth is employed as a program specialist at the secondary level. Mrs. Housewirth holds a Bachelor of Science degree in Home Economics Education from Delta State College, Cleveland, Mississippi, and has taken special courses in career education. She has been 1 year and 4 months in this position.

Mrs. Lois Crabtree is employed as a program specialist at the elementary level. Mrs. Crabtree holds a Bachelor of Arts degree from Northeastern State College, Tablequab, Oklahoma, and has completed special courses in career education. She has had extensive teaching experience and has served in this position for 2 years.

Mr. Jack M. Gipson is employed as a program specialist at the elementary level. Mr. Gipson holds a Bachelor of Science degree in elementary education from Sacred Heart College, Wichita, Kansas, and has taken special courses in career education. Mr. Gipson has served in this position for 2 years.

Mr. Carroll S. Anderson is employed as a media specialist. Mr. Anderson holds a Master of Science degree in instructional media from Kansas State University, Manhattan, Kansas, and has had special training in the selection, production and use of media materials. Mr. Anderson has served 1 year and 10 months in this position.

Career Education, Grades K-6

The approach in Unified School District 500, to developing a curriculum in career education at the elementary level, was different from those used in the other participating districts.

Elementary teachers were oriented to the objectives which career education hoped to achieve, and were encouraged to identify experiences which would contribute to these objectives and which were feasible and practical to use in their own classroom.

The career education staff assisted teachers to identify films and other resource materials and to organize the unit for classroom presentation. After the materials were presented, teachers completed an evaluation sheet and discussed the project to determine its feasibility and contribution to career education. These evaluations were compiled and those judged to be most successful were made into a career education guide for grades K-6. These materials were then available for use by elementary teachers throughout the district.

It was felt that this method provided the best means for curriculum development in career education at the teacher level and prevented any semblance of a curriculum imposed on the classroom by administrative decree.

Career Education, Grades 7-9

At the junior high school level, the career education program has developed primarily in the areas of industrial arts, home economics and health.

All of the experiences at this level were designed to expand the students knowledge of occupations and to provide exploratory experiences through "hands on" activities.

Industrial arts classes were revised to include the industrial arts curriculum project (IACP). The programs were the "World of Construction" and the "World of Manufacturing." Special workshops were offered to orient teachers in the use of these concepts.

The home economics program used resource speakers and demonstrations of career occupations. For example, in one junior high school, professional models demonstrated their techniques and explained the requirements of their occupation to students. In another junior high school, a professional chef demonstrated the cuts of meat used by hotels and restaurants.

Exploratory experiences in health occupations have been made available in several of the junior high schools. Clubs for students interested in health careers have been established and resource speakers and visits to hospitals have been used. A Health Careers Day was held in three junior high schools for ninth graders. Approximately 1,000 students participated.

A testing program is provided at the junior high school level. All eighth grade students are given the Differential Aptitude Test. This becomes a part of their permanent record for use in guidance and counseling activities.

Career Education, Grades 10-12

At the senior high school level, the emphasis changes to skill development and preparation for entry into employment. Whenever possible, students are channeled into existing vocational programs through an intensive program of counseling and guidance.

There is considerable emphasis on serving the needs of special groups of students particularly the disadvantaged and handicapped. Special classes have been established in cooperation with the Area Vocational-Technical School and other local agencies to deal with potential and actual dropouts, under-achievers and economically disadvantaged students. Some examples of these special classes are:

Office Education. This class was planned for the summer of 1972 and involved approximately 50 economically disadvantaged students. These students were enrolled 6 hours per day for six weeks in the Area Vocational-Technical School to explore various facets of office occupations. This exploration included experiences on a wide variety of office machines and some work in bookkeeping, filing and other similar office activities. Students selected for this class were high school seniors in the fall of 1972.

Disadvantaged Students in AVTS Classes. Approximately 25 economically disadvantaged students have attended the Auto Mechanics and the Automotive Body and Fender classes at the Area Vocational-Technical School, and another 18 are enrolled in Drafting, Electronics and Printing classes.

Service Station Management. This program was designed for potential dropouts and was organized and operated through the Kansas City Area Vocational-Technical School. Fourteen students were enrolled to acquire the entry job skills necessary to find and hold employment in service stations.

Health Occupations. The career education program works closely with the Kaw Valley Medical Society to provide interested high school students with opportunities for experiences in health occupations.

The Kaw Valley Medical Society is a professional organization of black medical doctors. This Society has a director of health careers and holds periodic seminars on various aspects of career training in the health field.

Arrangements are made by the career education staff for interested high school students to attend these seminars on a voluntary basis. In addition students who are eligible for the Neighborhood Youth Corps and who are interested in a health career, may work in affiliated hospitals under this program, and are counseled to take courses allied to their interest in a health career. A health careers club has been established in two of the senior high schools.

The exemplary program in Unified School District 500 has enjoyed strong support from the community and good cooperation from other community agencies. The Kansas State Employment Service cooperates in the placement of students on permanent jobs. The Neighborhood Youth Corps works closely with the schools in this district to help students eligible under this program.

Other Related Programs

In addition to the career education program there is an ongoing program of vocational and occupational related classes in this district. These are not a part of the exemplary program and no attempt has been made to evaluate them in this report. They are included here however, to help describe the opportunities available in this district for senior high school students to acquire additional occupational skills.

The Kansas City Area Vocational-Technical School. This school offers a comprehensive program of vocational-technical education for senior high school students. The following vocational-technical programs are available to high school junior and senior students.

- Office Education
- Distributive Education
- Air Conditioning and Refrigeration
- Practical Nursing
- Restaurant Cook
- Auto Body Repair
- Appliance Refrigeration Service
- Cosmetology
- Electronics
- Machine Shop
- Printing
- Radio-TV
- Welding
- Drafting
- Carpentry
- Auto Mechanics

Other Occupationally Oriented Classes. This District offers a substantial number of classes in the senior high schools which are occupationally oriented but not necessarily vocational in nature. Inherent in each of these classes is the opportunity to further the student's occupational preparation and to develop some salable skills. Some of these classes are:

Business Education

- Business Law
- Business English
- Bookkeeping I, II
- Record Keeping
- Shorthand I
- Secretarial Training
- Clerical Office Training
- Office Work Experience
- Duplicating
- Business Machines

Home Economics

Chef's Class

Industrial Arts

- Power Mechanics
- Auto Mechanics I, II, III
- Drafting I, II, III, IV
- Printing I, II, III
- Carpentry
- Electricity I, II
- Electronics I, II, III
- Metals I, II, III, IV
- Welding
- Woodwork I, II, III, IV

EVALUATION

The items which reflected the activities of the career education staff during the 1972-73 school year are summarized under (1) quanitative evaluation, (2) qualitative evaluation and (3) product evaluation.

Quanitative Evaluation

Included in this category are those activities which indicate an extension of the program or which involved more people in career education. Some of these activities were:

Increases in Student and/or Teacher Participation. The career education program in Unified School District 500 began in the fall of 1971 in 13 elementary schools. During the year, the program expanded to include 5 junior high schools, and numerous classes for special groups at the senior high schools. During 1972-73 at the elementary level, there was an increase of approximately 6,000 students in career education. At the junior high school level, the IACP programs were continued in 22 classrooms and involved approximately 2,000 more pupils. At the senior high school level, approximately 40 staff members initiated career education activities in their classrooms. In addition career education was initiated in the home economics programs of the new middle schools.

Utilization of Community Resources. Based on records in the career education office, it is estimated that approximately 1,312 different individuals from the community were involved in career education programs as resource persons and approximately 577 field trips and 116 walking tours were made to centers of interest in the community by career education students.

Program-Community Interaction. An Advisory Committee of Community leaders is organized and active. This committee includes members from labor, management, the Chamber of Commerce and interested public agencies such as the Employment Service.

Cooperation by the news media has been excellent as judged by the coverage given career education activities. In addition, the District sponsors a radio program on school activities once a month and the exemplary program has been able to disseminate career education information through this.

The Director of the program has been especially active at the State and local level. At the State level he is a member of the Manpower Advisory Committee of the Master Planning Commission for Education, the Kansas State Advisory Council for Junior Colleges and the Community Service and Continuing Education Advisory Committee. At the local level, he is a member of the CAMPS Committee and Chairman of the Mayor's Committee on Student Work.

In addition, the Director and the career education staff made presentations on career education to 6 service clubs and 26 faculty and parent-teacher association groups.

Indicative of the community support which this program enjoys was the designation by the Mayor of one week in the spring of 1973 as "Career Education Week."

Career Education News Letter. A career education newsletter was published once a month by the staff to facilitate intra-school communications. This newsletter entitled "VEEP" (Vocational Education Exemplary Program) was inserted into the regular newsletter distributed to teachers by the school district.

This newsletter served to disseminate information about the career education program and to keep teachers throughout the district informed about new projects and ideas.

Career Days. During the 1972-73 year, 3 career-oriented activities were held in Unified School District 500. These were:

1. Career Education week between February 11 and February 17th, 1973. Approximately 11,000 elementary students and 2,000 secondary students participated.

2. Health Careers Day sponsored by three junior high schools for ninth graders. Approximately 1,000 students participated.

3. Career day sponsored by Washington Senior High School. Approximately 3,500 students in grades 9-12 participated.

Involvement of Youth Groups. The Boy Scouts in Kansas City, Kansas, conducted a career interest survey in the middle schools, and Health Career Clubs formed in one senior high and two junior high schools.

Visitations from Outside Groups. The exemplary program in Unified School District 500 was visited by representatives from the following agencies and institutions during the 1972-73 school year.

1. U.S. Office of Education
2. Regional Office of Education
3. Kansas State College, Pittsburg, Kansas
4. Emporia State Teachers College, Emporia, Kansas
5. Central State College of Missouri
6. Kansas State University, Manhattan, Kansas

The staff presented the Career Education Program of U.S.D. #500 to institutions within and without the State of Kansas. Among those outside of the State are the following: Sam Houston State College, Grambling College, Houston, Texas School District, Northeastern Oklahoma University, Denver, Colorado Consortium, State Superintendents Association of Colorado Annual Meeting, Nebraska State Teachers Association Annual Meeting, Central State College of Missouri, University of Missouri at Kansas City, Four State Regional Meeting in Kansas City, and the Annual Meeting of the Bureau of Elementary and Secondary Education in Washington, D. C.

Qualitative Evaluation

Included in this category are those activities which are assumed to have improved the quality of career education in this District. These activities were:

In-Service Education. In-service education through specific career education classes was provided by the Division of Adult and Occupational Education of Kansas State University, Manhattan, Kansas under contract with the Division of Vocational Education, State Department of Education.

These classes were designed to (1) examine the philosophical bases of career education, (2) design means by which career education concepts could be integrated into the total school curriculum and (3) plan curriculum materials for immediate use in the classroom.

In these classes, teachers were introduced to the development of careerpacs. These are teacher-designed materials which can be used for individualized instruction or as resource units. At least one class in career education has been offered each semester starting with the spring of 1971 and one is planned for the summer of 1972. Three units of credit were earned by participants.

During the 1972-73 school year classes in Career Education and Problems in Adult and Occupational Education were held in this district. Approximately 150 teachers attended these in-service activities.

Faculty workshops were conducted by grade in the elementary school and by subject area in the secondary schools. Career education shared in these workshops along with other educational topics.

Career Education Materials. Twenty-six slide tape presentations of career education activities have been developed by the career education staff, and made available for use in the classrooms.

A career education library has been established. Career education materials are available to teachers through the school mail and directly by the staff in emergencies.

The K-VIEW (Kansas Vocational Information for Education and Work) has been established in each high school. This is an automated system which permits students to obtain up to 4 pages of occupational information from a data card. The student can also obtain a print-out of those occupations in which he is interested. This equipment is not a part of the exemplary program but is a counseling tool which bears directly on the career education program.

Policy Revisions. During the past year, a policy revision has been made to include career education activities in the ongoing curricula of the district. It is estimated that approximately 75% of the career education activities carried out under the exemplary program will be continued by the district without supplementary Federal funds.

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Product Evaluation

Included in this section are studies relating to student growth in one or more of the career education objectives.

The following is abstracted from a doctoral dissertation developed by Dr. David K. Clapsaddle. This dissertation was for partial fulfillment of the requirements for the doctor of philosophy degree at Kansas State University, Manhattan, Kansas. The subjects were students in the exemplary program of Unified School District 500.

This study was conducted to determine the relationship between career education teacher in-service preparation and the vocational development of sixth grade school children.

There were two groups of sixth grade children involved in this study.

The experimental group, consisting of 122 sixth grade children enrolled in one elementary school, received instruction from teachers who did not participate in the career education teacher in-service preparation.

Data from school records were received for each child in both groups with respect to sex; intelligence as measured by Otis Lennon's Elementary Form J; reading achievement as measured by the mean raw score of word meaning and paragraph meaning in the Stanford Achievement Test Intermediate II Form W; heads' of household occupation and educational level. Subjects were classified as to socio-economic status by Hollingshead's The Two Factor Index of Social Position.

The Vocational Development Inventory (VDI) was administered as a pre-test to each child in the study early in the spring semester of 1972.

The VDI was administered as a post-test to each child in the study near the close of the same semester.

The analysis of covariance, simultaneously controlling for sex, intelligence, reading achievement, socio-economic status, and VDI pre-test scores, was applied to VDI post-test scores to determine if there were any significant differences between the two groups ($p < .05$).

The analysis of covariance on VDI post-test scores revealed a significant difference between the adjusted means of the two groups, yielding an $\underline{F}$ of 17.50 (df=1/180: $p < .05$).

The test of homogeneity of regression revealed no significant difference between the two groups ($\underline{F}=0.41$, df=5/175: $p > .05$).

More Realistic Decision-Making. Vocational enrollment in all schools except one have increased since the advent of career education and there has been an increase in the requests to attend the area vocational-technical school. While other variables are operating in this situation, there is evidence that students are making more realistic occupational choices.

Attendance in all junior high school classes involving career education has improved and elementary students are more knowledgeable about the world of work, what people do at work, and why people work. This assessment was made by oral interviews with students.

Staff Perceptions of the Program

The career education staff in Unified School District 500 was asked to respond to an open-ended questionnaire about the acceptance of career education and the strengths, weaknesses and problems of the programs as they saw them.

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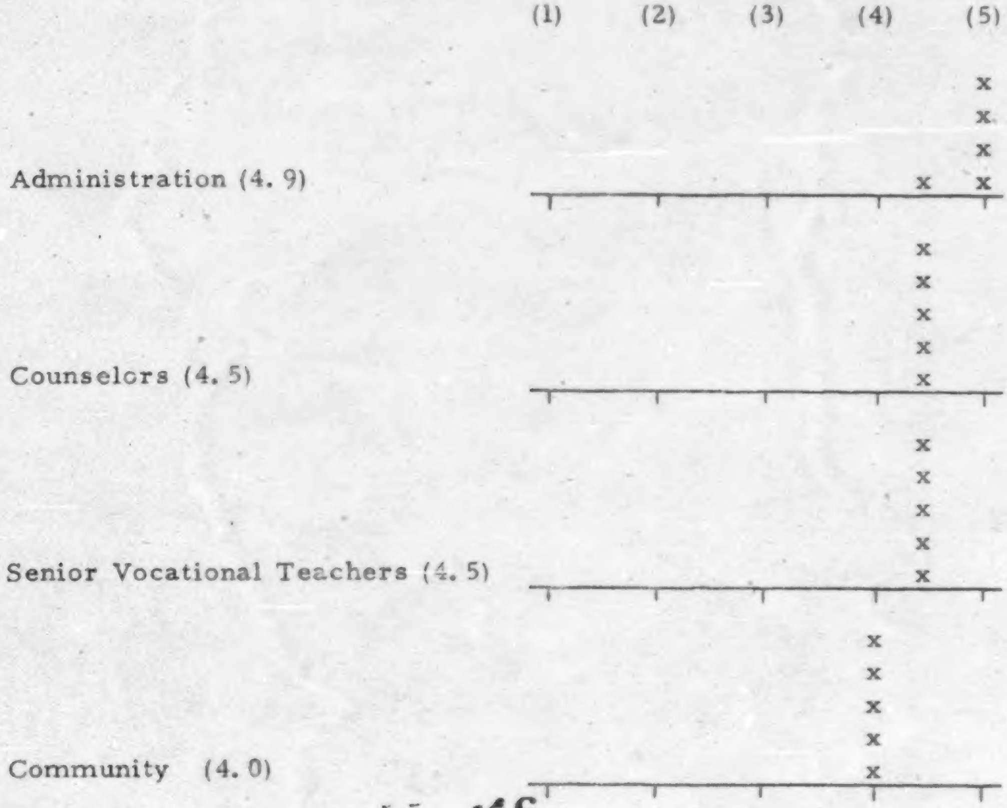
It is emphasized that these are perceptions of the staff and may be influenced by the individual's own personal bias. These perceptions are important however because they indicate how the staff felt about the program.

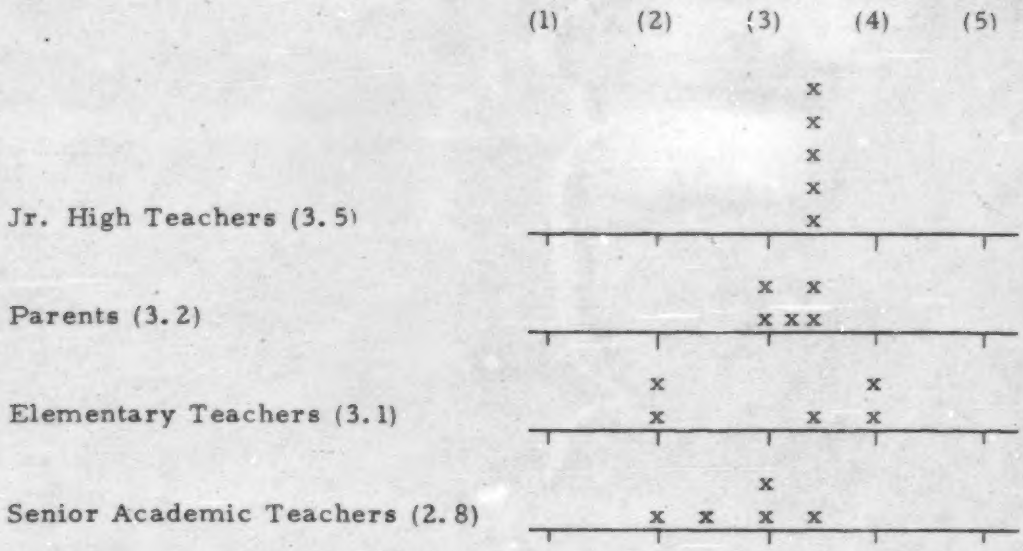
Acceptance of Career Education. The career education staff was asked to rank eight groups of co-workers as to extent that the staff felt these groups accepted career education.

A five point rating scale was used with the following categories.

1. Not at all
2. A little bit
3. About average
4. Considerable
5. Enthusiastically

The eight groups are ranked below according to their perceived acceptance of career education. The numbers in parentheses is the score for the group and the distribution of replies is shown at the right.





Perceived Strengths of the Program. The career education staff believed that they had a strong career education program in Unified School District 500. Specific items singled out for comment were:

1. The enthusiastic support of the program by the local board of education and the administration of the district.
2. The extensive participation in the program by parents and community leaders.
3. The cooperation received from the area vocational-technical school, the Kansas City Community College and the Neighborhood Youth Corps.
4. The strong support given by the local advisory committee.
5. The extent and availability of career education materials.
6. The good working relationships that have developed among the career education staff.
7. The outstanding pre-service and in-service career education program.
8. The contribution made by the career education staff to better relationships among the community, parents and school district.

Perceived Weaknesses of the Program.

1. Uncertainty as to the level of funding. This is the third year of the exemplary program and the end to supplementary funds for career education.
2. Insufficient time to develop written curricula and a guide of suggested activities.
3. Three years is not sufficient time to orient all teachers in a large school district. There is a need for continued in-service education.
4. Insufficient time to develop long range evaluation plans which will yield reliable objective data on student growth and development.

Perceived Problems. The career education staff felt that there were relatively few problems involved in the career education programs of this district. Specific comments were:

1. No significant problems. Anticipated problems as the career education program progesses were (1) placement of students, (2) follow-up and (3) funding.
2. There was not sufficient time in the three year period to adequately orient all of the 1,600 staff members of the district.
3. There is a need for more in-depth orientation of counselors in regard to jobs and career information.

Other Pertinent Studies

Several studies were conducted by the staff of Unified School District 500. The purpose of these studies was to gain insight into how various groups felt about the career education program.

Student Interest Survey. This survey involved approximately 1,100 junior and senior high school students in the district.

1. Student replies to the question, "Is your present school work preparing you for the World of Work?" were:

For students involved in career education --

	Junior High	Senior High
Yes	62%	61%
No	31%	30%
Uncertain	7%	9%

For students not involved in career education --

	Junior High	Senior High
Yes	63%	46%
No	35%	49%
Uncertain	2%	1%

The feelings of students not involved in career education, toward their school work changed drastically between the junior and senior high school.

2. Students split by levels on how they felt career education should be presented. Sixty-five percent of the junior high school students wanted career education as a separate unit. Seventy-five percent of the senior high school students preferred a daily session.

3. Students sought career information from the following sources ranked according to frequency mentioned.

Parents	(612)
Counselors	(532)
Library	(356)
Teachers	(200)
Other	(170)

4. Students felt that the schools should provide the following to help them with their career planning. These activities are ranked in order of student preference.

Visits to places of employment	(713)
Resource speakers in the classroom	(658)
More vocational counseling	(328)
More resource materials	(295)
More vocational interest tests	(138)
All others	(138)

Survey of Parents. A sampling of 507 parents were surveyed. Information pertinent to the career education program was:

1. Slightly more than half of the parents did not feel that the school was providing adequate information upon which their child could base a career decision.

2. A majority of the parents did not feel that a college degree was essential to a successful career. The parents' replies were:

Yes	212
No	324
Uncertain	31

3. In reply to the question, "What is your child's present career plans after high school?" parents gave the following plans ranked in order of requency.

Go to college	268
Undecided	172
Find a job	113
Learn a trade	75
Military Service	41
Go to AVTS	39

Plans for Continuation

This is the third year for the exemplary program in Unified School District 500, and the end of supplementary support from Federal funds. Information regarding the continuation of the career education in this district has been submitted to the Director of Exemplary Programs, Kansas State Department of Education, and is stated in Section I, page 32, of this report.